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ABSTRACT

Seven speakers consider gifted and talented students. George Welsh defines the relationship of personality and classroom performance; Marvin Gold describes differential education; and C. Douglas Carter discusses special programs at the elementary level. Also treated are the nature and identification of creativity, by Betty Stovall, advanced placement in the high school, by Daniel Beshara, and guidance needs in the elementary school, by Ann W. Harrison. James L. Bray reviews the theory and curriculum of the Governor's School of North Carolina, a special school for gifted students. (JD)

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THE

P R O C E E D I N G S

OF THE

SESSIONS ON GIFTED AND TALENTED CHILDREN

During the

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White House Inn, Charlotte, North Carolina
November 20, 21, 22, 1969

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FOREWARD

This publication represents an attempt by the Division of Special Education to deliver current information concerning gifted and talented youngsters. Renewed interest in this aspect of Education is needed to help distinguish the curriculum for the gifted student. For the student who displays an adeptness for handling abstract ideas deserves as much attention as his counterparts in other areas of Special Education.

The Division solicits your opinions and comments about any matter in the PROCEEDINGS OF THE SESSIONS ON GIFTED AND TALENTED CHILDREN. A free interchange of ideas is a necessary ingredient for our progress.

George A Kahdy
Director
Division of Special Education

INTRODUCTION

Although isolated sessions on the gifted have been conducted before during annual special education conferences, there has never been a complete series of such sessions. Therefore, in order to give as wide a distribution of the speeches, discussions and question-and-answer sessions as possible, this publication has been prepared. The sessions were taped and then transcribed. Hoping to preserve each speaker's individual method of speech delivery, the staff did as little editing as possible, cutting only where material was repetitious or irrelevant.

It is hoped that the PROCEEDINGS OF THE SESSION ON GIFTED AND TALENTED CHILDREN will prove to be of value in disseminating current ideas and thinking concerning education for the gifted. Our seven speakers are national and state leaders in their field. We are indebted to them for their willingness to participate in this important venture.

Edd McBride
Coordinator

ABSTRACTS OF SPEECHES

Dr. George Welsh

Dr. George Welsh is a Professor of Psychology at the University of North Carolina at Chapel Hill. For the first three years of its existence, he was associated with the Governor's School. In the past few years IQ tests have come under some review as the best way to determine intelligence. Much ability is not assessed by the standard IQ tests. Since most of the students at the Governor's School fall into the upper one percentile, he found other measurements had to be used to differentiate among them. In addition, personality assessment does not show on the generally used standard tests. He discussed two levels of assessment--Observation and Inference. To measure the students at the Governor's School, he used the Terman Concept Mastery Test and the Barron-Welsh Art Scale, a non-verbal figure preference test. He correlated these scores into four groups or patterns of personality. Dr. Welsh has coined two new terms to show this correlation: "intellectence" which means intelligence, intellectual ability plus personality characteristics common to all intelligent people; and "origence" to denote a tie with originality. Using these data he discussed his four definite patterns of personality which he found exhibited among the students at the Governor's School.

Dr. Marvin Gold

Dr. Marvin Gold is the Director of the Lincoln School in Simpsonville, Kentucky. He reviewed some of the past failures of programs of education for the gifted stressing the fact that we speed up the program or we speed up the child but often we do not know what we are preparing them for or why we are working with them a particular way. He pointed out that we are educating these children to be consumers and perpetuators of the society rather than realizing that they are creative, are good evaluators with a high degree of critical thinking ability, have leadership skills, and are producers in addition. He discussed methods of developing all of these areas, of building these concepts on the three grade levels: the use of experience charts in the lower grades to help develop creativity, ability to evaluate and leadership; the resource room in the upper elementary to develop independence in study and critical thinking; and the Lincoln School which deals with the gifted disadvantaged.

Mrs. Betty Stovall

Mrs. Betty Stovall is the Director of the Special Abilities and Talents Program in the Charlotte-Mecklenburg Schools. In order to evaluate and discover hidden talent, much of it with the disadvantaged, the system has been in the process of expanding since 1963 their program for the gifted and potentially gifted. They are dealing with a new concept of talent and intelligence within every child. The IQ tests

measure only developed ability and do not measure creativity and talent. Under the umbrella of creativity, they are working with the strongest factor in the child's personality rather than the weakest. The development of each child's self-image is given emphasis. Using standard measurements plus a tool, the Charlotte-Mecklenburg Talent Search being developed within the system, the teachers assess the talents that they see in the children, the children examine each other, and each child notes his own talents as he sees them. The results have been most enlightening. So often others will see no talent when the individual can see it in himself. One thing which has evolved has been an expanded concept of what <u>is</u> talent. In-service programs utilizing the services of the State allotted Gifted and Talented staff are disseminating these new concepts along with methods to allow the hidden talents to grow and develop. Active involvement and creativity are stressed but not to the detriment of academic pursuits.

Mr. Daniel Beshara

Mr. Daniel Beshara is the Assistant Director of the Southern Region CEEB (Advanced Placement) in Atlanta, Georgia. Unfortunately, we were unable to tape his complete address so that it could be fully presented in PROCEEDINGS. However, notes from his address have been included. He discussed how Advanced Placement functions, methods used in AP instruction, and ways interested schools may participate in the program. Interested persons might address their questions to him in Atlanta or to the office of Education for Gifted and Talented Children in Raleigh. Any group desiring an AP workshop or conference can contact the Raleigh office and we, in cooperation with Advanced Placement, will arrange the meeting with a representative from CEEB at no cost to the local group. This workshop can be in your special area of interest.

Mr. C. Douglas Carter

Mr. C. Douglas Carter is the Director of Curriculum Planning and Special Services for the Winston-Salem/Forsyth Schools. This system has developed a differential educational program which offers radically different kinds of subject matter and methods. It stresses education for the creative on a higher level of thought abstraction by the use of divergent thinking, inductive reasoning and the problem solving approach--moving from the concrete to abstraction, conceptualization and theoretical thinking. The interdisciplinary approach to learning is used. Personal Development attempts to free the individual to be himself and to become sensitive to human emotional needs. General Conceptual Development enables the student to become cognizant of the interrelated and cross-cultural differences and to develop logical thinking and new values. By subject matter area, he listed student objectives in connection with the special problems of the creative and ways to implement education toward solutions and growth. Due to illness Mr. Carter was not able to give his speech but has submitted his remarks for publication.

Mr. James L. Bray

Mr. Jim Bray is the Resident Director of the North Carolina Governor's School in Winston-Salem. Dr. Michael Lewis, Coordinator of Curriculum for the Governor's School, was to have been on the program with Mr. Bray. Due to illness he was unable to be present so Mr. Bray incorporated Dr. Lewis' speech with his own. He discussed the Governor's School showing the three areas of work covered in the program: I. the study of the discipline in which the student was nominated; II. epistemology or the study of knowledge for the sake of knowledge; and III. personal and psychological development. Grades have been eliminated; students are urged to move into the higher levels of abstraction; subject matter does not just list facts; students explore and chase new ideas; they compete against themselves only; they are free to challenge both their classmates and teachers. A group of former Governor's School students brought their experiences and impressions of the school, its value, the curriculum, their personal growth, things they were able to take back home, and some difficulties faced when they returned to regular school.

Mrs. Ann W. Harrison

Mrs. Ann W. Harrison is Project Director for the Experimental Guidance Program in the Greenville City Schools. Her topic of discussion was "Guidance Needs of Bright and Gifted Students in the Elementary School." Elementary children, with IQ's about 120 who were only grade level in achievement, were divided into an experimental and a control group. The experimental group received the services of a guidance counselor in small group sessions once a week. They kept up with missed classwork in order to remain in the groups. It was found that underachievers need immediate success or they tend to give up. The sessions helped them to delay gratification for a longer period of time. As the months passed more and more high achievers were taking advantage of the counseling sessions. Why? The staff decided to try to discover the guidance needs of these academically talented children. They found ten major needs: teachers must get involved with the children as human beings; children must learn to trust themselves; they must be given time to discover themselves; they need unscheduled time; they need positive identification with some particular teacher; bright children need to be like other children; they need a different curriculum; they need real leadership opportunities; and they need to learn how and to be given opportunity to evaluate their own progress.

RELATIONSHIP OF PERSONALITY AND CLASSROOM PERFORMANCE IN TALENTED STUDENTS

Dr. George Welsh

I was involved in the first three years of operation of the Governor's School with the late Gene Burnette in carrying out a systematic assessment of students there by means of standard psychometric tests. Since I assume that all of you are familiar with the Governor's School, I don't need to spend any time outlining it. Those of you who aren't familiar with this school will find an outline of the procedures in one of our first major publications--a descriptive summary of the tests data from the first three summers of operation, 1963, '64 and '65.[1]

The concept of the IQ as the most useful (or most widely used, at any rate) measurement for the identification of the gifted has come under some scrutiny in the last decade or so. It seems to me and to many others, that there is a good deal of human behavior that is very important that is not assessed by the standard IQ test at all. Indeed, I would be willing to throw the concept of the IQ and the concept of intelligence as currently understood out. I doubt that this will happen, but standard assessments by means of such tests as the Wechsler, Binet, the Henmon-Nelson, Otis Spiral Omnibus Self-Administering Test of Mental Ability, and all the rest were of little value in differentiating among students at the Governor's School intellectually. Most of them fell in the upper one percentile on most of the standard tests. So, there is no discrimination in this regard. On the other hand, anyone who has worked with the students at the Governor's School or students like them knows there is a great deal of difference in their personality and temperamental qualities and in their aptitudes, talents, abilities, motivations and other personal characteristics.

After systematic analyses of some of these data, we came to the conclusion that there were two identifiable personality dimensions that have some implications for giftedness, for creativity, and other kinds of intellectual performance. In turn these two personality dimensions have some implications for classroom behavior both in terms of identifying students, of selecting them, and of dealing with them in the classroom situation. Furthermore, I think that these two dimensions have some theoretical or conceptual importance for the theory of the Governor's School and for other schools that treat with gifted and talented students. In some ways what I have to say is a companion or introduction to the theory of the Governor's School that Dr. Michael Lewis has prepared.[2]

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[1]This has been published under the title, GIFTED ADOLESCENTS: A HANDBOOK OF TEST RESULTS, and may be ordered from Prediction Press, P. O. Box 298, Greensboro, North Carolina 27402.

[2]OPEN WINDOWS ONTO THE FUTURE: THEORY OF THE GOVERNOR'S SCHOOL OF NORTH CAROLINA; available from the Governor's School, Drawer H, Salem Station, Winston-Salem, North Carolina 27108.

I hope that you will find this a useful background in terms of the theory of the curriculum and training at the Governor's School.

I would like to distinguish between two levels in terms of assessment of human behavior. I have developed a model as shown in Figure 1. We have first the level of observation and secondly the level of inference. Our observations are made either in a casual, undirected way as we do in our ordinary life or in a more formal way. We can see people, we can hear them, we make some kinds of gross observations in a more or less informal way. This kind of approach is the one that all people use when they deal with others, and for the most part our judgments are accurate. We make decisions as I did a few minutes ago in crossing a street--whether or not I could bluff the car that was coming in order to get across in front of it or not. Sometimes you don't make the correct decisions, but ordinarily human behavior is consistent enough and predictable enough that we can make some kind of practical judgments about the behavior of persons. We don't have to get out there with a slide rule or tape measure to see whether or not we have enough time and distance to traverse the street, and so on.

We also can make observations in a more or less formal way by means of various kinds of assessment devices such as test materials and here I mean to imply the concept of measurement. These should be related in some systematic way, so that when we adjudge a child to be bright, intelligent or a good learner, on an informal basis, we should expect to find some comparable kind of a rating or measurement by means of some standard intellectual tests. Now, the point here is, that we are really making an inference from our observations at a theoretical or conceptual level. Intelligence is a concept. It does not exist as an entity apart from our observations and inferences. Nor do I think that personality has an independent existence. It is a concept we infer from observations that we can make, either of an informal nature or of a formal nature; it should lead to a systematic theory. These three elements should be related.

Today the things I am going to talk about are formal kinds of measurement that led to certain kinds of concepts or theories about personality. My emphasis will be on this aspect of what we did. But, I think that these measurements and the concepts developed have some implication for the informal observations that you can make in the classroom situation.

Among the tests that we used at the Governor's School was the Terman Concept Mastery Test.[3] It was developed by Lewis M. Terman as an easily administered, objective, intellectual assessment device for his gifted children when they were grown up. As you recall, in the 1920's Terman and his associates identified in the State of California approximately 1200 gifted kids. They were gifted in the sense, merely, that they had high IQ's with his own instrument. Many psychologists tend to rely on their own measurement devices and perhaps some hope to obtain a kind of

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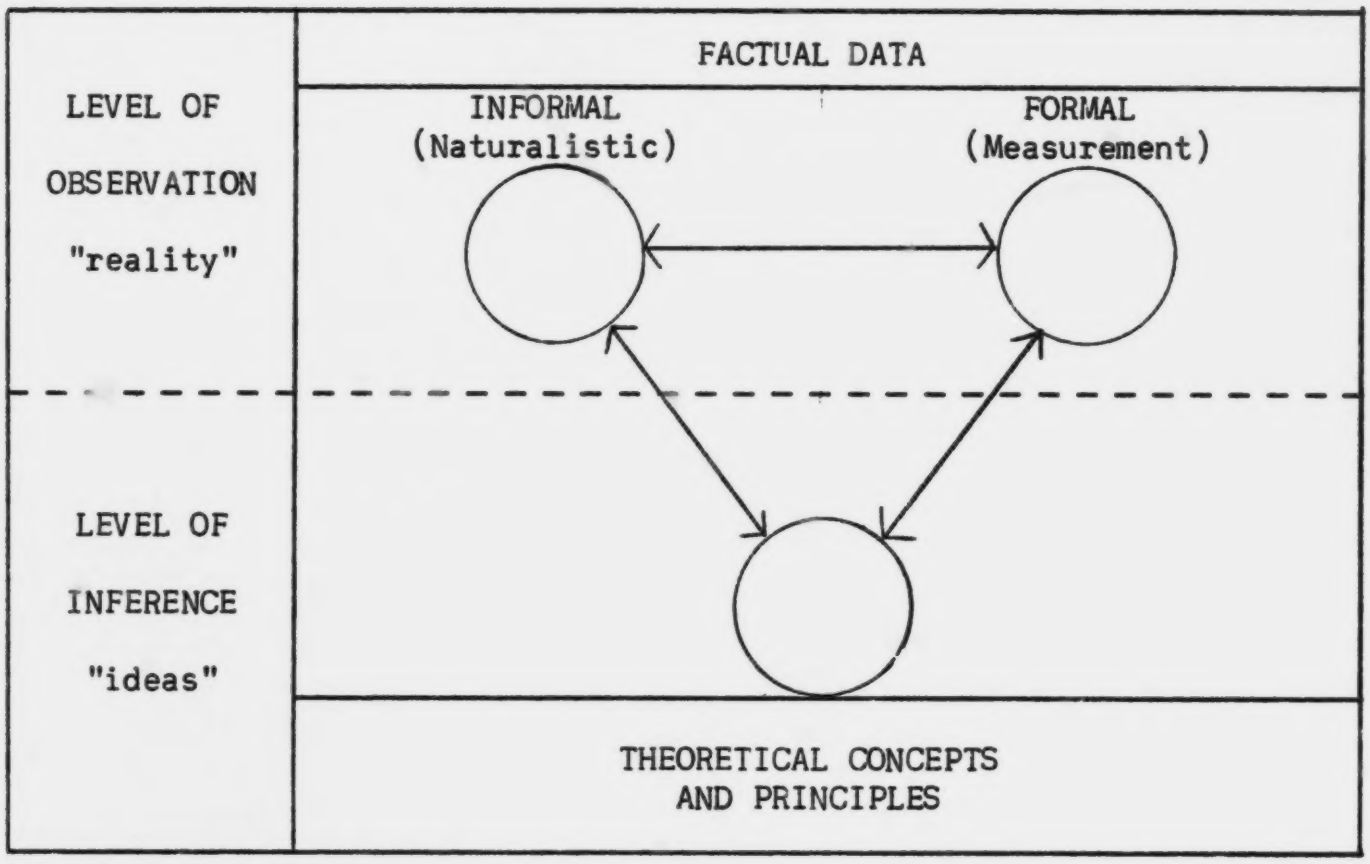
[3]Published by the Psychological Corporation.

FIGURE 1


FACTUAL DATA
LEVEL OF
OBSERVATION
"reality"
INFORMAL
(Naturalistic)
FORMAL
(Measurement)
LEVEL OF
INFERENCE
"ideas"
THEORETICAL CONCEPTS
AND PRINCIPLES

posterity by attaching his own name to his particular test. Well, be that as it may, children at the age of about twelve or so who had IQ's of 140 or over on the 1916 Stanford-Binet were identified and were followed up and are being followed up. I read the other day that the actuarial prediction is that the last gifted subject of Terman will die in the year 2003.

One of the problems in assessing the intellectual performance of these youngsters when they grew up was that the old Stanford-Binet was not suitable. For one thing, asking a 35 or 40 year old to string beads and so on is not an intellectual task for most of us, most of the time. He found that none of the standard instruments--this was in the mid 30's--available were suitable or had a high enough ceiling to allow these subjects to score in what he refers to as the "stratosphere of intelligence." So he developed a test called the Concept Mastery Test, usually referred to as Terman's Concept Mastery Test or CMT which consists of two parts. The first, a series of word pairs which requires the subject to indicate whether the meanings of the words are the same or the opposite, and a second part in the form of analogy, a is to b as c is to d, e or f--the subject must choose one of three alternates. He found that this test did give wide discrimination between his subjects at the age of 35 or 40 when they were retested with this instrument.

The CMT has been used in a number of studies, particularly MacKinnon's Institute of Personality Assessment Research at Berkeley. One of MacKinnon's co-workers, Frank Barron, has published a good deal of material from the Berkeley group's assessment of creative adults. For example, the Terman has a possible score of 190. The highest group that I have seen are creative writers tested at Berkeley whose scores averaged around 156. Table 1 gives a summary of these data in terms of the total number of subjects (N), the average score (M), and the standard deviation (SD). Terman's gifted kids, when they grew up, ran somewhat lower at 137. But, at any rate, there is regular hierarchy of scores ranging from the lowest group that I have seen--a community college, where the students are relatively unselected, that averaged 22 through a group of independent inventors whose mean score is 51. This is a matter of some interest to me. These are very ingenious, very clever men who have patents and, yet, in terms of the Terman, they scored considerably below creative architects, who scored around 113 and female mathematicians who at 132 are third highest in the table. Most college graduate student groups run around 110 or so. Undergraduates in my Test and Measurement course fall at 82. I am happy to report that undergraduates at Stanford only reach 78. Air Force Captains average around 60, and here comes our Governor's School at about 57. Now, one other study I have located by Professor W. S. Miller, whose high level analogies test some of you might have taken, identifies a group of graduate students in various departments in a southern university that averages 53. Now, I don't know what university this is, but I take some comfort that, when they are compared with graduate students in the same region of the country, the Governor's School kids score at least as high on the Terman.

The second important thing for the analysis is that there is an extremely wide range of scores. For example, these students in the community college have a range of scores from 0 to over 120. In other words, some students in a community college score higher than the average

TABLE 1

SUMMARY STATISTICS ON CONCEPT MASTERY TEST FOR VARIOUS GROUPS

	GROUP	N	M	SD
1.	Creative writers[b]	20	156	22
2.	Original gifted subjects[a]	1004	137	29
3.	Female mathematicians[b]	41	132	34
4.	Graduate students, California[a]	125	119	33
5.	Research scientists and engineers[b]	45	118	29
6.	Graduate and medical students, California[b]	161	118	33
7.	Ford Foundation fellowship applicants[b]	83	118	35
8.	Irish management leaders[g]	37	114	35
9.	Creative architects[b]	40	113	38
10.	College graduates, California[a]	75	112	32
11.	Psychology graduate students[e]	77	108	26
12.	Undergraduates, California[a]	201	102	33
13.	Public Health Education applicants[a]	54	97	29
14.	Spouses of original gifted subjects[a]	690	95	43
15.	Electronics engineers and scientists[a]	95	95	37
16.	Students, Tests and Measurements course[c]	85	82	24
17.	Engineering college seniors[b]	40	80	28
18.	Undergraduates, Stanford[a]	91	78	26
19.	Candidates for M. Ed. degree[d]	85	69	27
20.	Military officers[b]	344	60	32
21.	Governor's School students[c]	1163	57	29
22.	Graduate students, southern university[e]	207	53	32
23.	Independent inventors[b]	14	51	35
24.	Community college freshmen[f]	236	22	24

Sources: a, Terman (1956); b, MacKinnon (1961); c, Welsh (1969); d, Adair (1969); e, Miller (1960); f, Saunders (1968); g, Barron & Egan (1968).

of graduate students in major universities. The Governor's School students had an extremely wide range of scores. Some students got negative scores because of the so-called "correction for guessing" on the Terman--the number right minus the number wrong. About a dozen students had more incorrect answers than correct answers so they ended up with minus scores. This does not mean that they have less than zero ability, but it does have some implications, I think, for their personality style which leads them to guess in a more or less impulsive or fearless fashion when the cautious person doesn't answer when he's not sure. At any rate, we have a range of scores from -30 to about 165 or so. In other words, we have students at the Governor's School who scored above the mean score for adult creative writers whose business is words, persons who should do as well as they do on tests of this kind.

In addition to Terman's CMT, a second measure that we examined systematically is an Art Scale scored on one of my own tests that I developed some years ago, a non-verbal figure-preference test.[4] It consists of a series of figures, circles, triangles, squares, wavy lines, irregular patterns, reverse figure and ground, and so on. I prepared a series of stimulus material in the hopes of developing a non-verbal analogue to the MMPI. You are familiar with the Minnesota Multiphasic Personality Inventory, which consists of a series of items--"I like mechanic's magazines"--which the subject must answer <u>true</u>, <u>false</u> or <u>cannot say</u>. "I wake up feeling fresh and rested most mornings;" "Often I feel as though there were a tight band around my head;" "I have no patience with people who think there is only one true religion," and so on. Now, there's a good deal of misconstruing of the methodological nature of the development of an emperical test like the MMPI under the assumption that each item has a specific meaning and that each subject in responding to the item will tell the fullest truth about himself, that he will be candid, insightful about himself, and so on. Well, the fact is that the MMPI or tests such as the Strong Vocational Interest Blank would not have worked if this were necessarily true.

The general argument is an emperical one, namely, a demonstration that people who say certain things about themselves on the items are alike in other regards; so that you have to show a systematic correlation between the test and the non-test behaviors that you are interested in. So, in fact, a depressed patient more often answers <u>false</u> to the item--"I sometimes tease animals." This is an item, I believe, that no one sitting down in an a priori fashion and trying to generate a scale for depression would think of including. In the emperical methodology you start with a large pool of items; separate your groups of subjects, whatever the nature of your problem is--your experimental and control; do a systematic item analysis; and locate items that differentiate the two groups.

My approach was to use the Minnesota paradigm, and as a graduate student at Minnesota, I put them to the test, so to speak. If their argument holds, there's no reason to use verbal material. We can just as easily have items instead of statements; use visual figures and let people decide whether they like the figure or not. This seems a reasonable

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[4]The Welsh Figure Preference Test; it is distributed by Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.

kind of test behavior. Most people are willing to assent or dissent to various kinds of stimulus material and I found that the psychiatric patients I was particularly interested in at the time were quite willing to say "Yes, indeed, I like this item." "No, I don't like that," etc. So, it's possible to determine subgroups of items in the total pool of items that differentiate various kinds of psychiatric pathology.

I gradually became less interested in psychiatric pathology and more interested in normal persons partly as an incidental result of one of my initial studies that involved the factor analysis of scales in the figure preference test. Frank Barron, who was at Minnesota at that time for his master's and went to get his PhD at Berkeley, had been involved in an indirect way in some additional work I did with my dissertation material. We had noted that on one of the statistical factors that emerged from the analysis, we had a continuum of persons from one end of this factor dimension who seemed to have liked the simple, symmetrical kinds of figures to the other end where people fell who liked the complex asymetrical kinds of figures. Though it's more complicated than that, this is the essence of this dimension. About 35 or 40 of my fellow graduate students had willingly participated (as graduate students help each other out) by sorting the items. I arrayed these students in terms of factor scores from one end of the continuum to the other and presented this with the names of the persons located appropriately on this dimension. Although the students knew each other quite well, they didn't know what the dimension was as I hadn't reported any statistical findings. They were asked to say how can you make any sense out of this kind of dimension that arrays people along here. There was a consensus--this is more or less the informal kind of observation I was talking about earlier. The people who preferred the simple symmetrical were more or less orderly, systematic, conforming, conventional, productive, sincere, hard-working and so on. On the other hand, the people who fell at the other end were seen to be somewhat disgruntled, easily discouraged, rebellious, disorderly, or at least non-orderly, non-systematic, and as Barron pointed out, they also had good taste. Now, this was heightened by the observation that a few of the artists we had, both in the psychiatric group and amongst the graduate students, fell at this end and preferred freehand line and relatively irregular kinds of figures.

Now, a straight-forward kind of procedure was then followed by Barron and me, namely, to locate a group of artists. We had access to artists in different parts of the country: New York City, Los Angeles, Minneapolis, New Orleans, San Francisco and a group of what I used to call people-in-general and use the abbreviation, P. I. G., but this has gotten to be a dirty word now, so let's call them ordinary citizens.

We did a systematic item analysis of, by now, 400 items in the figure preference test and found a sub-group of approximately 65 items that differentiated the artist from the non-artist. Now, this isn't much of a trick. You don't need a scale to do this; you merely ask a person whether he is an artist or not. The question is, what are the properties of this scale when applied to non-artists? What is it really getting at? I deliberately drew the items to represent a wide variety of stimulus material in terms of the structure of the item, quality of the line and so on; they are not esthetic objects in any way. To make a long story

short, in Barron's work at IPAAP in Berkeley, there was one scale that inevitably differentiated between more and less creative groups and this was the Art Scale we developed. So, in terms of our original study, we found that artists average around 40 and the ordinary citizen from 17 to 14. In a group of creative architects studied by Donald MacKinnon, the creative architects average around 37. A comparable group of architects, who were not quite so creative but showed some creativity, averaged around 30, and a group of ordinary architects that represents architects in general averaged around 22. So there is a hierarchy from high to low. The scale seems to work with writers and mathematicians. It works with musicians at least in India. It has been used in India by Raychaudhuri. He showed that the more creative Indian musicians scored high on the scale. It works in Egypt for illiterate rug weavers. I find it particularly meaningful that illiterate rug weavers can express a preference for these items. When comparisons were made of the amount of originality of the designs that they use in their rugs, the ones that produced the more original designs were high and the ones that used the traditional designs were low.

We have now a scale that can reasonably be said, in terms of its properties, to be related to a meaningful dimension, namely, the relative originality or creativity of people in a wide variety of behaviors and one that is independent of intellectual measures. When I say independent, I mean completely independent--conceptually, psycometrically, and practically. In such tests as the Stanford-Binet, Otis, WISC, the Henmon-Nelson, the Miller Analogies, and Terman's Concept Mastery Test, the correlations between scores on the art scale and the intellectual measure are zero. This is a matter of some interest, practically, as well as theoretically since most of the tests ordinarily used (so-called tests of creative thinking like Mednick's Remote Associates Test, Guilford's Unusual Use Test, Torrance's Minnesota Test of Creative Thinking) are all positively correlated with intellectual measures, sometimes up to a value of .50. Questions have been raised whether or not these tests are really getting at a dimension that is independent of the conventional tests of intellectual performance already used. Most of the classic studies have consistently reported high positive correlations between measures of intelligence and measures of creativity. This is true of the well-known study of Getzels and Jackson. They used a so-called creativity test and a standard intellectual measure to locate groups of subjects who were relatively high on creativity but not so high on intelligence. Next, they compared these with a group of subjects who were high on intelligence but not on creativity. They studied systematically the personality characteristics of these students and found a great many virtues for the high creativity group whereas the high intelligence group came out second best in this kind of analysis that they reported. Many people were unhappy with the kind of design since they did not study subjects who were high on both intelligence and creativity or low in both.

Wallach and Kogan rectified the inadequacy of their design by studying all four corner groups, and it was the Wallach and Kogan paradigm that we used in analyzing data from the Governor's School. We located subjects who fell at the extreme in terms of scores on the Concept Mastery Test on one hand and the Art Scale on the other. From the

three summers there were 1163 subjects all told. We selected out the ten boys and the ten girls for each of three summers so we had 60 cases in each corner who were either high or low on the Art Scale and either high or low on the Concept Mastery Test. The deviation of the groups is depicted in Figure 2. Now this kind of design is of some value since we can compare people who are equally high on the Art Scale but who differ extremely in terms of the Concept Mastery Test and vice versa. The mean scores for the groups low (Group 1 and Group 3) on the Concept Mastery Test averaged 21. The groups high on the Concept Mastery Test (2 and 4) averaged 100--whatever the Concept Mastery Test measures in Governor's School subjects, they are widely different. For the Art Scale, the high groups (1 and 2) averaged 47 and the low group averaged 10--lower than any group reported.

Now, we have four groups of subjects that in terms of measurement observations seem to be quite dissimilar on these two tests. In order to understand what the personality characteristics of these four groups were, we did a systematic item analysis of three standard tests: the MMPI, the Strong Vocational Interest Blank, and a test that you may or may not be familiar with, the Adjective Check List developed by Harrison Gough, one of MacKinnon's co-workers at Berkeley.[5] The Adjective Check List consists of 300 adjectives starting with absentminded, adventurous, etc., arranged alphabetically down to the 300th word which is zany (approximately three percent of the Governor's School subjects checked zany). It was possible systematically to compare the four groups. This is the kind of drudgery that you can do in high powered computers for which we pay so much of our money and which work in a matter of nano-seconds. We went through systematically contrasting the four groups on each of the 300 items on the Adjective Check List, on the 400 items on the Strong Vocational Interest Blank, and on the 550 items on the MMPI, to locate items that differentiate one group from the other three looked at conjointly. In other words, if 75 percent of the ones checked a particular item and say 45 percent of the twos, 50 percent of the threes and 47 percent of the fours, then, these three groups are similar in terms of their response to the item, and group one differs on it. It's a straight-forward clerical procedure that does not require very much imagination but gives us some idea of what the personality characteristics of these four groups are.

Let us look at results for the Adjective Check List. So it will be easier to follow, I will list the responses on Group One and you may infer their self-concept from their responses here. The students high on the Art Scale and low on the Terman describe themselves as adventurous, attractive, charming, clever, confused, cool, daring, dependent, easy-going, flirtatious, frivolous, fussy, gloomy, lazy, polished, quarrelsome, relaxed, sexy, sophisticated, unselfish and worrying.

Students in Group Two, high on both, describe themselves as aloof, complicated, conceited, cynical, disorderly, dissatisfied, dreamy,

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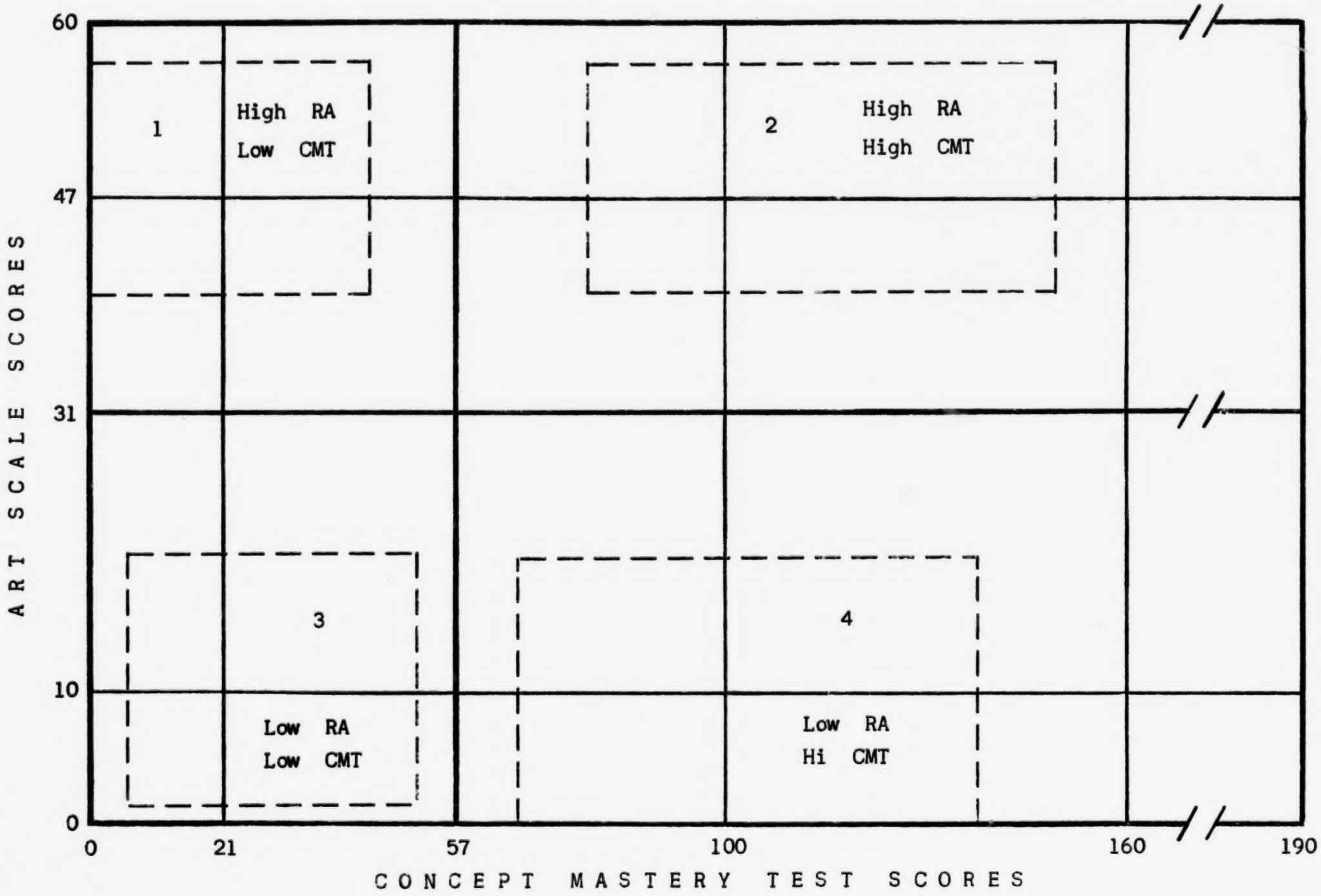
[5]The Adjective Check List is distributed by the Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.

FIGURE 2


60
47
31
10
0
1
High RA
Low CMT
2
High RA
High CMT
3
Low RA
Low CMT
4
Low RA
Hi CMT
0
21
57
100
160
190
ART SCALE SCORES
CONCEPT MASTERY TEST SCORES

egotistical, forceful, forgetful, hostile, imaginative, individualistic, leisurely, original, outspoken, quiet, rebellious, reflective, restless, spunky, temperamental, unconventional, uninhibited and zany.

The group in the low/low corner checked appreciative, cheerful, contented, good natured, hasty, humorous, jolly, kind, loud, organized, pleasant, practical, trusting, understanding and wholesome.

Finally, Group Four, low on the Art Scale but high on the Terman: alert, assertive, clear-thinking, conventional, deliberate, discreet, efficient, enterprising, intelligent, logical, methodical, moderate, optimistic, painstaking, persistent, resourceful, stable, thorough and polished.

Let me summarize by saying I believe, on the basis of the data we have, that the four groups can be accounted for by two independent personality dimensions. The argument will be presented more fully in a volume that's now under preparation.[6] The dimensions can be assessed by the personality scales now that we have developed for the MMPI, the Strong, as well as, the Adjective Check List. I refer to one of the dimensions as "intellectence" to have some tie-in with the concept of intelligence, intellectual ability, and so on, but to stress that this is the <u>personality</u> characteristics associated with this kind of performance among people who are all intelligent in the ordinary sense. The second dimension assessed at first by the Art Scale, I now refer to as "origence" to have a tie with originality, since that was one of the first correlates of this field that we developed. What we can do now is study systematically, by means of personality assessment devices, people who fall in different positions on the intellectence dimension and on the origence dimension to determine what their characteristics are.

Let me cite one study done at the University of Oregon with undergraduate students who were first assigned randomly into different possibilities for types of classes in psychology either as a standard lecture or individual kinds of projects, small group discussions, etc. Secondly, in terms of the examination procedures, the students had either straight-forward objective questions, multiple choice, true and false and so on, or open-ended essay kinds of questions. Now, which of our four types do you think would enjoy which most? The answer is very clear--the group low on intellectence and low on origence liked the straight-forward lecture with the straight-forward objective kind of item. The group high on both dimensions, on the other hand, preferred more individual kind of instruction and the possibility of their own personal way of presenting material.

Finally, I have prepared a summary based on all of our sources of evidence from the Governor's School data. These are generalized descriptions on the four personality types originally identified in our research.

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[6]PERSONALITY DIMENSIONS OF CREATIVITY, to be published by Jossey-Bass Press of San Francisco probably in late 1970.

The first personality type, the person high in origence and low in intellectence, seems to be generally extroversive in temperament rather than introversive. He tends to respond to obvious events in the world around him and to the overt actions of others with whom he has contact, either personally, socially or vocationally. His reactions to people are influenced by his feelings of the moment rather than by a studied or calculated analysis either of his own emotions or those of other persons. He is not introspective by nature and does not appreciate this characteristic in others. He likes to have lively and stimulating people around him, particularly those who will feed his self-centered drive for attention. When they praise him or amuse him, he readily accepts them and seeks them out, but when they impose some standard of performance or criticize his behavior, he rejects them and may even turn against them.

In many ways he seems immature, both emotionally and intellectually. He needs immediate gratification and cannot endure the delay of working toward long term goals nor does he enjoy work or other activity just for its own sake. He needs to be flattered and praised for what he does right now and cannot imagine waiting for some distant reward. He is, thus, more at home in vocations such as dramatics and selling where he gets immediate applause and quick results from histrionic performance. He seeks to persuade others by his own efforts and personal charm rather than by rational or logical arguments. In turn he is more easily influenced by superficial appearance and short term outcomes than by reasoned evaluation or remote consequences.

He inclines toward rebellion for its own sake rather than for an ideological principal and rejects authority both personally and in terms of formal social values. (I think our model has some implication for the current campus scene.) He has his own moral code and makes judgments here in the same manner he does in other areas by personal emotional reaction. These attitudes may stem from identification with the mother--(this is speculative for I don't know whether it is so but is a hypothesis)--and a rejection of the father in a family constellation which he then generalizes to the entire social situation. The mother, who gratified his wants immediately when he cried or had a temper tantrum, is represented by a society that responds in a similar way and praises him for what he accomplishes but does not require him to work unselfishly for others; the demands of the father that he learn perseverence and orderly procedures has a counterpart to which he reacts in a parallel way.

The second personality type, a person high in origence and high in intellectence, is contrastingly introversive in temperament and introspective by nature. Where the first looked outward, he looks inward and responds to his own subjective feelings and attitudes, rejecting at the same time the views and opinions of others. Although he may have a few intimate friends, he is generally asocial and is uninterested in having people around him. He is more inclined to act impersonally and to express his views indirectly by writing than by face to face interaction. Likewise, he would rather read what someone has to say than to hear it directly from him. There is an isolated and withdrawing tendency that leaves him to his own devices intellectually and emotionally.

> Incidentally, many of these characteristics that emerged from the analysis of the Governor's School subjects had parallels in the findings of creative subjects that MacKinnon studied at Berkeley. This is the kind of person that he describes and I have some evidence to indicate direct cross validation. That is, the creative architects, mathematicians, and other groups all fall in this corner while the non-creative fall either in corner 4 or in 3. They have relatively few in corner 1 which I consider to be more of an adolescent kind of corner to be in.

He is planful and persistent and can work toward his own distant goal independently. He rejects the help of others just as he is so preoccupied with his own views that he cannot accept ordinary social values and conventional morality. He would rather do things his own way than to yield to others although he may respond to rational and logical argument of an intellectual kind. He is not affected by emotional appeals unless they coincide with his own values and attitudes. (I think one of the characteristics of this corner is the kind of selfish stubborness which, when coupled with ability and talent, perserverence and motivation, leads to the kind of a person who accomplishes a good deal in his own field if he has the opportunity.) Similarly, he cannot understand why others do not accept his views and ideas and he fails to recognize the need for emotional or social appeal to other persons. He may appear tactless and stubborn because he expects others to recognize as obvious the conclusions that he has arrived at by his own insight--that seem so compelling to him. This leads to further estrangement from the social world around him and to greater self-involvement. He becomes convinced of the correctness of his own views and is not afraid to take risks because he has confidence in his own ability. If he fails, it is others who do not understand him or appreciate what he is trying to do. They should change and not he. Perhaps, he was unable to accept his mother's love or his father's discipline and reacted by withdrawal from both of them and by retreat into fantasy--a world in which he controls and directs the family and himself, and which he now seeks to impose on society at large.

The third type, low in both dimensions, is extroversive like the first and turns outward to the world and to the people around him. But, where the first seeks others because of the value they have for his self-seeking needs, he genuinely likes people for their own sake and is willing to work as hard for them as he is for himself. He accepts them for what they are, just as he is self-accepting and can acknowledge his weaknesses and shortcomings without apology. His self-acceptance comes from a disinterest in or an inability for introspection and makes him less critical than he might be. This does not lead to smugness, however, but merely to a bland conformance and conventionality. He does not recognize the extent to which his attitudes have been formed by those around him nor his dependency on externally imposed rules and regulations. He is a follower and is willing to accept the leadership of others in personal and intellectual matters.

A well organized and well-structured existence is congenial to his temperament and he exhibits a practical orientation to his work and his leisure. He is cautious and skeptical of anything new or unproven, unless some authority figure urges it on him, but his predilection is for the

tried and true. He seeks a stable world and seems to find it in the kind of occupation he chooses as well as the social milieu in which he establishes himself. His family background seems to have been a stable and protective one in which he accepted the emotional warmth of the mother and learned to reply in kind. Likewise, he accepted the authority of the father and was able to follow directions without having to assert his independence. He becomes a sincere and loyal citizen who does his duty for his community cheerfully and with conviction.

The fourth personality type, who is high on intellectence but low on origence, is somewhat introversive like the second, but does not seem quite so withdrawn and asocial in orientation nor is he so introspective by nature. He is much more objective in outlook and responds to people in the world around him and to their attitudes and ideas although he tends to maintain some social and personal distance from them. Most of his responses are intellectualized or rationalized and he seldom acts impulsively as the first type often does. He seems to believe that the world is an orderly place and that there are rules and regulations to be followed both in daily conduct in solving problems that may appear. For this reason, he finds mathematics and the physical sciences congenial since they are impersonal in nature but challenging intellectually. He respects his own accomplishments as well as those of other persons but expects them to follow protocol strictly and is resistant to the flashes of insight or the intuitive solutions that the second type may achieve. The non-logical does not fit into his systematic approach to the problem. He follows a well specified code of ethics and expects others to act in the same manner; perhaps he may sometimes seem to be overly strict in his interpretation of moral behavior. He seems to be more optimistic in outlook than the second type, possibly because of a belief that a desirable and worthwhile outcome may be achieved through hard work and the application of comprehensible principles.

It may be that an identification with the father and his role in the family has led him away from the emotional and toward the rational orientation that he characteristically displays. Rather than remain a follower he becomes a leader as an adult who seeks to persuade others by rational argument and by setting a good example.

Due to the length of Dr. Welsh's presentation, there was no time for questions.

DIFFERENTIAL EDUCATION FOR THE GIFTED AND TALENTED

Dr. Marvin Gold

An alternate title for today's presentation might as well be "Educating the Gifted--Another Phase." I think we have devoted our time and energies for a disproportionately long period of time getting hung up on aspects of programs for the gifted that relate to administrative provisions for the most part. But you still hear teachers talking about, "Should we segregate our gifted kids. Should we accelerate them?" We never get down to talking about the issues at hand--what you do when you have kids together.

So, for just a quick recap. Former history has been related to three main topics with the gifted. First, the forms of acceleration: whether it's early admissions, skipping, un-graded classrooms, cooperative arrangements between high schools and colleges, or some form of acceleration. We have been <u>saying</u> it is a program for the gifted. We speed up the kid or we speed up the program. The second major topic that we've been confining our discussions to in talking about education of the gifted relates to segregation of them in some way whether it's a clustered grouping in California, a resource room, a school that's devoted to working with gifted kids--we're segregating them. We're setting them up to do something. We still haven't said what we're doing, but we're setting them up to do something. And, finally, the area of enrichment really isn't an administrative type of approach but it's another term we bandy around and overwork, and we still don't know what we're doing with the youngsters.

This is where we are to date. We've spent so much time in the thirty or forty years since we've really been focusing in on education of the gifted playing around with these terms. Yet we're still asking what should we be doing with them? Again and again people question what are the kinds of approaches we need in working with the youngsters?

We've had a singular number of failures in our programs for the gifted. I think it's because we're not facing up to that concern. We put kids together and say now we're going to teach them. So we speed them up and say that's what we did. Program after program meets failure simply because we haven't asked ourselves the one major question--what are we preparing them for? Why are we working with these kids? If we know why we're working with them, then we should know what we ought to do in order to get there. But most of the time, we never stop to think about it.

Why are we working with them? I was at a meeting a couple of weeks ago. The assistant superintendent of schools gave a presentation on an extended school year plan for kids in general and went through a long discussion on how they had been working on this program for two years. They had met with groups of citizens, the superintendent, the advisory council and the State Department of Education. They had applied for and

received funds from a foundation to support this work and on and on and on describing the approach to having an extended school session. After he was finished with his presentation, they assigned some questions and answers during which time he was bemoaning the fact that he had had no success. I asked the awfully embarassing question--why do you want to extend the school year? What is the purpose? What are you going to do?

"Well, as soon as we get permission to extend the school year, we will figure our what we are going to do," was his answer.

Again and again in all of education when we think in terms of administrative machinery, we think of ways of implementing programs and ignore the fact that we're dealing with a poke and we're not sure whether there is a pig in the poke. We're hung up on <u>how</u> to do things and never pay attention to concerns of what we <u>ought</u> to do. In general education we can get away with it more easily than in education for the gifted for one very, very simple reason. We might not have verbalized it. We might not even have thought about it, but it happens that when we deal with a general population of youngsters, we're thinking in terms of certain skills that will prepare them to be consumers, if you will, of everything else that goes around. In other words, we're teaching them how to read and how to figure and how to write and how to understand particular concepts. You want to give them the skills so that they can live within the society--not necessarily to do anything else except to be consumers or perpetuators of a particular society.

Yet, when we start talking about gifted youngsters, we have to think in terms of three very broad additional categories. I'm not discounting the importance of perpetuation but its only one step in the overall pattern related to the education of gifted youngsters. The other three, and these are nothing new, just a reformulation or restatement of the same thing--our gifted youngsters have the potential to be creative individuals, to be able to be high evaluators or have critical thinking ability that certainly is superior to their peers, and have leadership skills. I'm not talking in terms of social leadership alone; I'm talking in terms of broad fields of leadership. It's the ability to take the society, to take the culture, and to move it forward whether it's in a particular narrow area or in a much broader area.

Our gifted population, then, we're failing because we're not facing up to the fact that they not only are consumers but also have the potential of being the producers. We're not looking at their production capacities. We're failing in working with them educationally. That is why, when we try to take the model that's been used with general education, superimpose it upon a gifted group by segregating them in some way or speeding up the program and saying this is education for gifted youngsters, we fail them. Therefore, we really have to pay attention. We can't prepare our gifted population for straight perpetuation but we must go beyond and continue working with them in these other three areas that I've mentioned. Incidentally, just so no one misunderstands me, I'm not saying gifted individuals are either creators or evaluators or leaders, but they are all of these things in one way or another.

This leads me to relate to you three or four items or examples of the kinds of things that we might be involved with in working with the gifted. I don't believe in nor do I think you want to hear a cookbook approach to working with them. I think if you want that, there's enough material around, usually bad, in the field that you can look at and say, "Well, fine, we'll collect butterflies. That sounds like a good project for the gifted." How many of you are familiar with the book by Durr? It has page after page of these ridiculous suggestions on how to educate gifted kids, never paying any mind to what you're educating them <u>for</u> or <u>why</u>. So, I am not going to be telling you so much of the <u>what</u> because you can come up with these things yourselves but the <u>how</u> and the <u>why</u> of working with these children.

One of my favorite quotes comes from a little publication by Slack and Anderson. I think it has tremendous impact for all of education. In this publication which happens to be on program instruction, although I'm taking it out of context for my own purposes, they say, "Ultimately, there is only one expert on how to teach and that is the learner." Very, very simple. Nothing that stupendous about the statement but just think about it. "Ultimately, there is only one expert on how to teach and that is the learner." The cues for what we do with the kids are inherent within the kids themselves. We've got to be listening to them; we've got to be thinking about them; we've got to be looking at them. I would go a step farther for the purposes here and ask you to include in that particular statement a consideration of the role that this youngster is preparing to play within society. In this two-pronged approach consider these factors in tooling up to work with the gifted. The cues for the teachers lie within the youngster himself. What are his potentials? What are his abilities? What are the signs you get indicating where he is going? Does your program pay attention to these factors? Now, simply because people change over time, directions change. You need not have a hard and fast assessment and force yourselves to live with it. These things will change with time.

I'd like to mention three different levels as far as age and grade are concerned to give as broad a coverage as possible in trying to bring out what I mean by these curriculum directions for gifted youngsters: a primary situation, an elementary level, and the Lincoln School.

First, think of the young child, the traditional pre-schooler from a middle class, academically oriented family. Let us zero in on that particular population group. How might a teacher in a kindergarten, in a pre-school, or in a first grade handle a program for this child? We all know that reading is certainly going to be one of the most basic areas of interest. Rather than allow Mr. Ginn and Company or Mr. Silver Burdett, whoever he is, to pick out our books, to dictate how we're going to work with our gifted kids in learning to read, I think we must underscore three other areas besides perpetuation: the areas of creativity, critical thinking and leadership.

Quickly going through a lesson, what might you want to do if you were going to teach a youngster to read and yet emphasize these particular areas? It's so simple I feel embarrassed. If he is going to read and at the same time develop in these other areas, it just leads to something

teachers have been doing all the time but not doing enough of. The development of experience charts would be a beautiful example of the children preparing their own materials. But, rather than the chart coming out of the blue or as we do it traditionally with the teacher standing up there with a magic marker and saying, "All right, Johnny, give us the first sentence about how you went to the store" or whatever the situation is, we can pull in some leadership and foster this leadership and encourage it by getting youngsters to get the group moving. I'm afraid that all too often we as educators equate leadership with social leadership and popularity contests as if, "All in favor of Johnny's writing the experience chart today, raise your hands," and then Johnny ends up doing it. The teacher has to manipulate the situation. Think of the way we get our leaders. More often than not our leaders are not acclaimed by popular concensus. We don't elect the president. A few hundred men sitting in a convention somewhere elect the president. We do have a choice between two men chosen for us by others, but the leadership, as such, does not arise from a popular swelling. So the teacher must be prepared to make certain that the leadership skills are instilled and reinforced and aided if our gifted are to be able to influence society later on.

What's been happening all too often is that children have just been consumers. Problems we have had plus the gifted kids beginning to drop out indicated that inwardly they were fighting this consumer role because of a striving to do more than consume. Yet our education system insists that they are consumers. We do nothing to foster the areas that I've mentioned. I don't think that I really have to extend it but you can see where the evaluation of the experience charts certainly would get involved. A word of warning. You don't want to shore up one area such as evaluation to the detriment of another such as creativity. We have got to make certain that the kids don't crucify each other when we open the story to evaluation. So, here are the areas to face up to: getting the skills across, getting the learnings, and doing our job in the area of perpetuation and in consumer skills by working through an approach that faces up to these other three areas.

The second example that I'd like to go into very quickly is one in a higher grade where I have worked--a resource room situation for fourth, fifth and sixth graders. I identified 32 fourth graders, 32 fifth and 32 sixth with a mean IQ of 125 each. In each of the groups I randomly assigned one-half to a resource room and the others remained with the regular teachers. In the resource room the youngsters were allowed to do whatever they wished. They were allowed to explore areas of interest and concern to the degree and in whatever manner they chose in the study of social studies, reading and science. The control group were being actively taught by the teacher in the same areas. Every time the teacher would have a reading, social studies or science lesson, the youngsters in the experimental group would leave the classroom so they would not be taught and would work on their own doing what they wanted to in the resource room chock full of materials and with others who were working independently. We continued this program for six months. The post-test data indicated, except in a couple of minor areas, that there was no difference between the groups and any differences that were there favored the experimental group. It wasn't statistically significant but we

looked at many areas of straight academic achievement, paper and pencil personality measures, aspects of creativity and study skills. In general the statement could be made that the teacher-directed, teacher-taught kids moved no farther and, in fact, didn't move as far as the resource room children.

Carrying this resource room idea just one step more. Just think of the wonderful opportunity that the resource room teacher would have in being able to identify particular areas of concern that youngsters have, particular talents or skills, and really work with them on an individual basis. If we can assume that gifted youngsters by and large are not losing anything, that their personalities are not being twisted, turned or perverted, that they are as good as or better than kids under constant teacher direction, then the whole area we always get hung up with, academic achievement, shows they are not losing anything anywhere. What a wonderful opportunity for us to step back and work on a one-to-one or one-to-two basis while these kids are doing what they want. I think we don't have ego strength sufficient to think the kids can progress without us and that's why we're always in there. But if we could only face up to the fact that whether we're there or not, they're going to be doing a superior job. So why not take advantage of the freedom that we have to work with the one or the two or the three in light of the particular needs and the particular strengths and the particular interests of those youngsters?

The third example, and my present area of concern, is the Lincoln School. I will describe a little bit about it to ones of you who are not familiar with it. In 1966 the General Assembly of the Commonwealth of Kentucky passed a piece of legislation establishing the Lincoln School for gifted and talented youngsters from a culturally or financially disadvantaged background. The Lincoln School is housed on the grounds of the former Lincoln Institute which used to be a black residential high school in Simpsonville, Kentucky, about 20 miles out of Louisville. Kentucky law mandated separate school systems. What would happen very often was that black youngsters in small towns where the town couldn't afford one high school, let alone two, would be sent as tuition students to a residential institute for high school. With integration, Kentucky was left with a 400-plus acre site and the question of what shall we do with it? After the public study committee played around with it, they came up with, of all things, a residential program for gifted-disadvantaged youngsters. Of all places in the world, and if there are any Kentuckians here, excuse me, but of all places, I'm surprised that it would be Kentucky that would do it. It is, as you probably are aware and as far as I know, the only school of its kind in the entire nation. For that matter, there will probably be only two or three other schools like it in the entire world. Incidentally, the only other place where I definitely know of such a school, but I suspect that you'd have a couple like this in Russia, would be in Israel. The word "gifted" in Israel is only parenthetically preceded by disadvantaged since the only population that they generally work with in the gifted area are disadvantaged-gifted youngsters. Anyway, the State set up this program with the underlying idea to offer service to these youngsters who wouldn't be getting programs on this level in their home schools. But more than that, it's understood that there will be research carried on, that there will be curriculum

development, that we will be working to develop ideas and materials and curriculum to share with educators in general. I don't usually advertise the fact but our budget this year is better than $5,000 a youngster. Think in terms that it is a residential facility, the high cost of room and board, a fine teacher-pupil ratio, and extremely talented professionals. We have people with backgrounds from Amhurst, Tufts, The Citadel, Stanford, Columbia, Harvard--professionals having that sort of a background, tremendous people, extremely dedicated people.

A quick aside. One of my great problems is saying whoa to the faculty My entire professional life has been yelling, "Giddap, giddap," and now I've got a faculty that is so darn gung-ho that it makes you say, "Whoa." If they're not careful, they'll burn themselves out. We had one teacher who, after teaching a whole week, supervised a field trip to one of our state parks on Saturday, leaving at eight o'clock in the morning and returning at eight o'clock Saturday night. Then he got up at 4 a.m., took one of our mini buses and with another teacher, drove a group up to Chicago for a rock festival on Michigan Avenue, and then came back about 3 a.m. Monday morning and proceeded to teach Monday. This sort of dedication doesn't grow on trees but there is a danger, of course, to what could ultimately happen to the program if everyone dropped dead simultaneously. I've got to be careful that that sort of thing doesn't happen.

We've got a school, we've got good funding, we've got teachers. Now, the most important part of the program, who are the youngsters? The youngsters do come from all over the Commonwealth. They come from Appalachia; they come from down on the farm; they come from the tourist spa region of western Kentucky; they come from Louisville ghetto. It's an interesting sociological picture and make-up as well as an interesting academic one. I just joined the program this year but it has been in existence two years now. This is the beginning of the third.

However, I believe the faculty made the mistake by emphasizing the youngsters' giftedness and talents rather than appreciating their disadvantageness and facing up to that. As some of you involved in other areas of exceptionality and talking in terms of multi-handicapped kids, you always say, "Well, let's face up to the one that is the most handicapping first." Well, of the two exceptionalities from the population we have and the observation I have made, I think the problem we have to face up to first is the fact that we've got disadvantaged youngsters primarily who have the potential for being gifted. We've got to face up to this before we can go full steam into the other.

How can we take this program and say what are the goals for these youngsters and translate this into curriculum, into how we want to work with these young people. I can give you two very brief examples in this area just to point out what I mean. The other day I happened to walk in and observe one of our social studies teachers in action. She had distributed a list of occupations, professions and jobs, to the youngsters in the class and described what surveys and interview techniques might be appropriate in getting the concensus of opinion from youngsters of the school as to how they would rank order these particular occupations. Included in the list was everything from garage mechanic, physician,

Supreme Court Justice, waitress, and on and on through about 15 or 20 different items. Using a weighted scale, the youngsters developed the rank order for the particular occupations and professions. Look at all the things that were going on in this one simple exercise and how she was playing it to the hilt. I walked into a discussion of this rank order. She asked if they saw anything, any reason that these things were on top and these on the bottom and why was it laid out that way? She elicited from them the responses: one, these types of jobs and professions were related to higher education. Individuals needed higher education in order to fulfill these particular functions whereas these which were indicated as being lower down didn't. Two, these were related to higher money. There's more money involved in some compared with others. Three, these were related to social services, to services to your fellow man; whereas, these were mostly related to traffic-making ideas, if you will, the mercantile approach. Then she started pointing out certain discrepancies. For instance on the list, they had both a Catholic priest and a Protestant minister. The number of Catholics in our school is at a minimum, so the kids who were responding generally were from Protestant backgrounds. Yet of the two, the priest was ranked higher than the minister with another one or two items between. She used this as another point of discussion, whether the conclusion was right or not, that familiarity breeds contempt. Perhaps this caused the rank order that way.

I'm seriously considering something for the future which may or may not come to pass very soon that I'll share with you. In the couple of months that I've been in Kentucky, I've traveled around. You could read as much as you want, but until you're in a region, smell it, breathe it, and eat it, you just don't know it. Yes, we all know what poverty is but poverty is not poverty is not poverty. There are different things going on; there are different clusters of problems. So I've been to Appalachia and that's a different situation from the kind of poverty in western Kentucky where people are living on one of the richest fluorspar deposits in the country. They can't mine it because Mexican labor is cheaper and we're importing the fluorspar into this country. They're sitting on wealth and they're poor. That kind of poverty isn't the same as inner city ghetto poverty. Going down to the southern part of the state, I see farm communities that had 4,000 kids in school fifteen years ago and now have 1,200. The community is drying up and blowing away. That poverty is different and that situation is different. There is one thing that I think we might be able to do at Lincoln even though I have misgivings. Why can't we devote our entire academic program facing up to the education that would be designed for these youngsters to give them the tools, the skills, the impetus, the drive, the interest in going back home and reviving dying communities? One of the fears I have, of course, is to manipulate kids into situations that might not give them the kind of freedom where an individual would be able to say, "Hell, I don't want to stay there, it stinks. I want to get out and make my million dollars and live on Park Avenue or something." Can we as a school manipulate our kids so that we encourage them to go back and to be the resources of their own communities?

Well, these are all of the implications whether it's experience charts for kindergarten or first grade gifted youngsters or resource rooms or this approach to an education for talented high school youngsters

from disadvantaged backgrounds. At least with these examples, I think you'll agree, we are asking questions as to why are we doing what we're doing and I think this is where we, in working with gifted youngsters, have failed most miserably. We never ask why--we never ask why. In general education it's the same thing. I'm not saying it isn't. You may get by in general education but if the teacher doesn't ask herself why am I teaching social studies, she still goes on teaching social studies the same old way. She might not know why she's doing it and she might be missing 75 percent of the importance of what's going on. Remember here we're dealing in general with a consumer population, not a creative evaluative potentially high leader group. I don't want to take any more time. I'd like to leave you a little bit of time for questions and interactions your might have. I'd like to close with a story I've often closed with before. It's a true story but I think it will tie this thing together, because we don't ask our youngsters to do enough, because we haven't asked the why. We don't give them the appropriate education all too often because we haven't looked at it in the manner that I've indicated. This story about my daughter really did not happen because it was a dream.

I had a dream one day. My daughter was a precocious child and a highly verbal female to boot so I was showing her off to a crowd that was visiting us by saying, "Margie, say 'Hello, Daddy.' Come on, say, 'Hello, Daddy.'"

Margie looked up at me very cutely (this was all in my dream, of course) and said, "Hello, Daddy."

And I started beaming and then she turned to the crowd that I had been showing off before and she said, "I hope you realize I can say much more than, 'Hello, Daddy,' but all he ever asks me to do is say, 'Hello, Daddy.'"

Let's not make that mistake with our gifted youngsters. Let's ask more than the "Hello, Daddy."

DISCUSSION

QUESTION: What kind of tests and materials do you use to determine whether or not these children, who are extremely deprived, have talent and are gifted?

ANSWER: Both our definition of giftedness and talented and our definition of disadvantaged are extremely wide. One reason for it as far as the giftedness is concerned and because of the overlay in disadvantageness, we know we're going to have to press scores no matter which measures we use. We look at the test information, but we take it with a grain of salt. In some instances we take youngsters where the teacher says he's a straight F student, and she's never seen anything higher than an 88 IQ on him. But there's something about him; every once in a while he comes out with what seems to be the most pertinent answer. There's something there. So, rather than saying we're dealing with the gifted population, I would just as soon say very often we're dealing with the potentially gifted population. I'm sure there are many, many errors of judgment in selecting these youngsters and kids who just haven't got it. How many? There was a researcher out of Peabody who asked the classroom teacher to identify the class genius and got IQ scores that ranged from 68 to 150. I'm sure that we've got nominations that are all wet. Not because there's such an overlay of disadvantageness--the kid never had it to begin with. We would rather have a larger net pull in more youngsters and try to work with them and not succeed than to use hard and fast numerical scores on either academic achievement measures or IQ measures as such. So this is extremely wide open. And as far as disadvantageness we've got, how are you going to equate a $3,000 OEO definition of economic disadvantage with a kid coming from a home where there is a psychotic parent or a drunken mother or a kid who is the fifth or sixth member of his family to drop out of school? These are all disadvantaging situations. So, I hate to be put in a box and just generally am not on this. There are wide definitions for giftedness and wide definitions for disadvantagedness. We know full well we're going to make more errors that way than not and end up ignoring kids that could probably benefit from the program.

QUESTION: When you say that, on the whole, we're educating kids to be consumers, are you saying this is the way it should be? I'm a little bit in a quandary. Are you saying we shouldn't also be educating some people who we don't necessarily define as gifted but who take pleasure in doing critical thinking.

ANSWER: No, I'm not excluding that group, I'm just saying that when they have the high potential, no matter what you do, they'll learn. Let us relate it to an IQ score if you will. You're working with a kid with an IQ score of 85, and no matter what you do to that, I would say, in general, the amount of effort that you devote in working in the area of creativity, critical thinking, and leadership would be better spent in working with this little kid with greater potential.

QUESTION: How do you select the children who are taken into the Lincoln School?

ANSWER: I'm not particularly happy with the selection criteria. We start with nominations from the local districts; a pool of names is given to us. Then we go into the field to interview, test, look at the cumulative records, gather data anyway we can about the particular youngster. Hopefully the pool is large enough so that we have some choice in making our selection, but it starts with nominations from the local districts.

QUESTION: What is the age limit?

ANSWER: Generally, it's a four-year high school level, so it is 14 to 18. But knowing full well that we're going to have youngsters who will be achieving beyond their years, we'll take a twelve year old. We've got to face up to the fact that it's a seven day a week, 24-hour a day, residential situation, and it's a little bit difficult in many instances for youngsters. I don't know how many of you are familiar with the kind of family relationships the Appalachians cause by their own clanishness and how hard it is to get a member to leave his family. This is another problem we have. The youngster comes with a feeling of guilt because he's deserting his family. The parents want to hold onto the youngster yet feel guilty for not pushing the fledgling out of the nest to go and better himself. We know the problems are there, we can't go and handle them but they are there.

QUESTION: What preparations are being made for these students that will even go beyond learning situations common to other students? Is anything in particular being arranged for them or do they go right on from Lincoln to college?

ANSWER: In general we have particular problems with our youngsters in making application to different schools. Coming from a disadvantaged background, very often you get youngsters who constantly procrastinate, just can't see what's in the future for them by acting now. Remember they haven't got the influence and the pressures that parents would exert if they remained at home. We're truly a loco parentis day and night in our situation. We've got to make certain that the kids send in their applications. We've got to question them, "Have you seen the latest counselor from X University?" We've constantly got to work at it rather than allow it to happen. I think if we dealt with a population similar to the Governor's School or the Governor's Honors Program in Georgia with high achieving, academically oriented people, these kinds of concerns wouldn't come up to the degree that we have it. Our first graduating class is this year and I'm sure that we're going to work with them and counsel them even to get them into the colleges and universities where we haven't received acceptances.

QUESTION: I wondered what else you've done to help them overcome quickly some of these lacks between disadvantagedness and giftedness?

ANSWER: You can't quickly overcome this. We realize what's going on and we are facing up to it. An eighth grade youngster may come to us reading at an eighth grade level. Of course, this is ridiculous for a gifted youngster. He's definitely underachieving; he needs remedial education. So one of the things we're doing academically is making sure that we get a strong remediation program to make up for some of the deficits caused because of the disadvantageness. The kinds of social interactions and social possibilities, whether it be field trips or on campus activities, the kinds of relationships that would foster and encourage them, hopefully are used. The kinds of models we have in our middle class teachers is another subtle way of pointing out differences in populations.

FULFILLING THE PROMISE

C. Douglas Carter

The Winston-Salem/Forsyth County School System has long been concerned with meeting the educational needs of each individual student. Within the system educational programs for the gifted, the culturally deprived, the mentally, physically, and emotionally handicapped have been established.

In order to fulfill the educational needs of all students, the system has been developing a program of differential education for the talented. The program is called differential because it does not attempt merely to cover the same subject matter at a more rapid pace, but to offer a radically different kind of subject matter and methods of approach. The most basic characteristic of students showing promise of creativity that calls for differential treatment is their ability to move on much higher levels of thought abstraction and/or skills than average pupils, and their ability, as a result, to integrate wider areas of experience.

The curriculum is designed to supplement, not supplant, the offerings of the local schools. The program seeks to go beyond the framework of traditional curricula and procedures in order to project new theories and practices which will initiate a means of education for the creative.

In a definite attempt to develop a program of differential education for the creatively gifted, a broad cross-section of professional personnel was chosen from within the school system to compose the planning committee. The planning team members visited innovative schools in many parts of the country to observe their techniques and procedures. Outside resource people in various academic areas from different parts of the United States shared their ideas with committee members. From the experiences, study, and work of the committee, this program is being developed for the education of the talented.

Creativity for the purpose of this program can be defined as: the process of becoming sensitive of missing elements, disharmonies, deficiencies, gaps in knowledge, and problems, through the interrelating of known facts and ideas, as the basis for identifying the difficulty and searching for solutions, projecting solutions with possible modification and retesting in order to communicate the results in the formulation of something that is novel to society in the broadest sense, or to the individual in the limited sense. This involves divergent thinking, inductive reasoning, and a problem solving approach.

In view of the accepted definition of creativity the general theory supporting the planning for the program described in this report is that creativity occurs when a person is able to move freely from the surface level of intelligence where everything is concrete, individual, and particular to the depth mind where abstractions, conceptionalizations, and theoretical thinking takes place. From the depth mind the creative

person returns to the surface level with some newly created extrapolation. It is the committee's belief that three aspects of learning or areas of development are necessary to cultivate unique creative talents within individuals. For purpose of identity they are entitled Personal Development, Conceptual Development, and Specific Aptitude Development. The areas are inseparable and must be thought of as a part of each other.

Personal or Psychological Development is that portion of the theory which attempts to free the individual to be himself. As a person moves from the surface to the deeper levels of abstraction, he must possess a self concept, or ego, which is sensitive to human emotional needs but not adversely affected by them. He must possess a concern for others but not feel suppressed by societal expectations. The search for self and for a basic understanding of others is essential if the individual is to be truly creative.

Another phase of the creative process is the ability to do theoretical learning or conceptualization. If the distinguishing characteristic of "theory" is extrapolation beyond the span of immediate observation, then, creativity involves discovering the theoretical root to a problematic situation and going a step further to invent or create still other situations embodying the theoretical root. Therefore, a student must comprehend the basic underlying concepts interrelating all subject disciplines and every major aspect of life. He must have insights of twentieth century thoughts and developments, and he must perceive the common element interweaving the subject disciplines and affecting change in society. The student will gain the background to hypothesize and validate new theories through planned experiences designed to discover the theoretical keys to knowledge.

Specific aptitude development provides the student the opportunity to gain widespread knowledge in the subject disciplines. Through an interdisciplinary approach to learning, the student can acquire the subject matter necessary to understand the world in which he lives and can acquire the background information essential to the process of abstract thinking for new concepts and theories. In addition Specific Aptitude Development enables the student to pursue in depth perplexing problems or special interests.

In conclusion, it is our contention that creatively talented students need a differential educational experience from that presently offered in the regular school program. It is our further belief that an education program based on conceptual systems of learning including emphasis on personal psychological development and which provides for specific aptitude development will produce creative leaders of our society who can confront the challenges of the present world and prepare for future generations.

Objectives

General

1. To provide certain experiments and model practices which might stimulate other schools toward further improvements

2. To provide an appropriate setting and functional models for continuous intensive professional training in administration and curriculum modifications for students

3. To provide for selections in the Winston-Salem/Forsyth County Schools a variety of distinctive educational experiences to supplement the usual provisions of the local school and community. The program to be planned would be directed to students with exceptional ability in any identifiable area of creativity

Student

1. To further develop and refine the communication skills

2. To acquire an open-minded, but evaluative, attitude and respect for ideas of others

3. To experience, develop, and apply methods of inquiry and discovery which would lead to creativity

4. To develop an understanding of the interrelationships of all fields of knowledge and to apply this understanding in problem solving

5. To anticipate, seek, and become involved in change that will contribute positively to one's personal worth and to society

6. To establish one's identity through knowledge, understanding and acceptance of self and others

7. To learn and practice the process of conceptionalization in order to free the student from stereotyped thinking, prejudices and false clichés

8. To study and examine values and their importance in order to refine one's value system

9. To realize the tentative nature of fact and solution and the overall importance of concept development, generalization and theory

General Conceptual Development

Theoretical Implications

In view of the theory of the program, General Conceptual Development will enable the students to become cognizant of the interrelatedness of subject areas, cross-cultural differences, fundamental conceptual systems,

great ideas, aesthetic observations, logical thinking and values. The student can then apply gained insights in reaching for novel ideas and creative products.

Student Objectives

1. To show the relationship of essential ideas underlying the disciplines, ultimately resulting in new theories and conceptual systems

2. To comprehend the relationship between diverse philosophies and to understand the outlook and values of each part of the world

3. To analyze world cultures in an effort to discover their unique fundamental differences and common underlying concepts as they effect the world and man

4. To observe and discriminate the aesthetic (physical senses) symbols or tokens for purpose and meaning

5. To learn and practice the process of conceptionalization in order to free the student from stereotyped thinking, prejudices and false clichés

6. To study and examine values and their importance in order to refine one's value system

Implementation

In the implementation of a program that intends to develop conceptual thinking, a main theme of basic concepts that interrelate the subject disciplines is necessary. In order to achieve the broad view of this relationship, cross cultural differences and similarities, fundamental conceptual systems, essential ideas, value considerations and aesthetic discrimination would have prime importance.

The program must be built on this theme of conceptual thinking and permeate through the educative process commencing at the first level in a non-graded situation. Through the devices of team instructions, group seminars, independent study, resource specialists, research, community field exploration and audio-visual materials centers, the maximum growth of the individual would be challenged.

To show that basic ideas are significant threads found in all disciplines, a thematic approach will be employed. Such an approach would generate discussions that would further the understanding of the essential ideas underlying the disciplines.

To understand different world cultures and comprehend their relationships, the following techniques may be used:

1. isolate the unique concepts of each culture and attempt to discover the basic differences as well as identify the common fibre existing among them;

2. analyze the relationship between essential ideas and the different cultures; and

3. approach the ideas from different cultures in relation to how effectively they would function in our own culture.

It is proposed that these be attained through:

1. reading, studying and learning about the different cultures of the world;

2. carrying on special comprehensive research assignments into certain aspects of the various cultures;

3. utilizing resource people from different cultures;

4. conducting seminar discussions around information gained by students; and

5. utilizing a program of student exchange with schools in other cultures.

The use of systematic inquiry and research will introduce the students in the primary and elementary levels to the steps in logical thinking. A continuation of this process will lead naturally into a study of philosophers and their philosophies in the higher levels. Philosophical readings will enable the students to see examples of this as epitomized by the great minds. A possible means of application of the principles of logic will be the analysis of editorials, radio and television speakers and published addresses of international personalities. There must be a thorough understanding of the connotations of the broad term "logical" as it compares with the Greek derivative "logos."

As a result of the above, it is hoped that students would develop the ability to hypothesize and validate new ideas which would aid in bringing about a better cultural understanding among men in relation to their world and their society.

Personal Development

Theoretical Implications

Creative students have problems of personal adjustment common to all students. Furthermore, because of their creative nature, they may face additional problems of acceptance and adjustment. Characteristics of the creative individual indicate a greater sensitivity to problems of the inner being and of the environment, and at the same time, a deeper commitment to seeking solutions to release the tension and possible frustrations through probing the deeper consciousness and giving expression in work or action to this divergent thinking.

In view of this, Personal Development is needed as a means of helping the creative student gain knowledge of self and others and, as a result, acquiring an acceptance of self and others.

Student Objectives

1. To gain knowledge, understanding and acceptance of self and others; to cultivate openness to divergent ideas as an integral part of this

2. To face squarely one's anxieties and frustrations through free discourse in the dynamic group situation and arrive at positive ways or processes of handling them

3. To establish one's own identity, drawing upon his developing system of values

4. To replace surface sophistication with depth thinking and mature judgment in handling problems of personal values, self insights and environmental circumstances

Implementation

Time and teachers are key factors. Conceivably, Personal Development in the elementary school may be interwoven in the disciplines with designated sessions for planned topics. At the secondary level, two or three periods a week may be scheduled.

Dynamic teachers chosen to initiate Personal Development should have some background in psychology and group dynamics. Teachers provide direction with pivotal questions, challenging ideas or suggestions, and materials; but theirs is not the final answer. Once classes are underway teachers must know when to step into the background and let the students proceed. Opportunities for free exchange in a non judgmental environment are inherent in the planning of this project.

Flexibility and freedom feature strongly in this phase of the project. Individual student evaluation and credit as conventionally viewed would tend to inhibit students and be detrimental to their overall growth. Although not completely unstructured, the sessions might take the form of a seminar for much of the time but might also include such techniques as role playing, individual conference and bibliotherapy.

The intent of Personal Development is not to set standards but to stimulate individuals to evaluate their own behavior and attitudes and make adjustments they deem necessary.

Time does not permit that all the curricular areas be explored. However, I should like to share with you our committee's thinking in terms of student objectives. The theory and implementation must wait for a later time. These areas were spelled out by the task force and are available through the Department of Curriculum Planning of the Winston-Salem/Forsyth County School System.

Mathematics

Student Objectives

1. To teach students to make generalizations and abstractions
2. To read and understand precise statements
3. To learn to think logically and independently
4. To develop the necessary skills for calculations
5. To recognize likenesses among mathematical systems and to recognize relationships between mathematics and other diciplines
6. To study the thought processes of the men who developed mathematical systems
7. To increase interest in mathematics
8. To communicate in mathematics through the use of symbolic systems
9. To encourage students to develop theorems beyond what we now know about mathematics

Foreign Language

Student Objectives

1. To see the value or worth of foreign language study
2. To rid himself of the false cliches concerning the peoples of other cultures and to understand the facts in their setting and not as they might be interpreted from the outside
3. To understand the structure of language learning (linguistics) and arrive at the similarities involved in all language studies
4. To develop an understanding of abstract, conceptual and esthetic meanings, all occuring in the same sentence

Language

Student Objectives

1. To develop more effective skills in communication
2. To grow in sensitivity to environmental stimuli
3. To understand the history, nature and operations of the English language
4. To become cognizant and responsive to variations in the English language

5. To see relationships between English language and other means of communication

6. To become familiar with the various means of literary expression (essay, drama, poetry, short story, etc.)

Natural Science

Student Objectives

1. Application of the methods and attitudes of scientific investigation to other disciplines

2. The instillment of a respect for the ideas of fellow students

3. The development of a critical open-minded attitude in each student

4. The development of an inner resourcefulness and confidence in one's own work

5. A realization of the tentative nature of fact and solution and the overall importance of theory, generalization and concept development

6. The development of communication skills

7. The stimulation of imagination

Physical Education

Student Objectives

The emphasis in physical education should be upon the development of the total unified being.

1. Through the learning of the basic locomotive skills (run, jump, walk, leap, hop, gallop, slide, prance) in the broad areas of independent, team and rhythmic activities, the understanding of one's body and its functions will be developed

2. An awareness that bodily development will help to fit the individual intellectually, emotionally, and physically for living in contemporary society

3. Individual and group participation to give increased understanding of personal and group interactions, a drive to excell in skills, and realization that games and activities offer experience for life's challenges

Music

Student Objectives

1. To explore the total realm of music

2. To prepare every student with the elemental tools of the discipline that will free him to pursue his creativity either in the academic or aesthetic interpretation of music

3. To develop an awareness of the creative works of men of music in terms of their personal lives and historical periods so as to further the understandings of the creative thought processes which led to their contributions

4. To develop an awareness of the uses of music for philosophical and psychological effects

5. To develop an understanding of the relationship between music and the other disciplines--in fact, music and the entire history of mankind

6. To develop aesthetic values as an integral part of each individual's value system

7. To provide for maximum refinement of an individual's artistic ability

8. To encourage individuals to participate in the community's cultural advancement

Technical Science

Student Objectives

1. To understand the development, uses and potential of modern technology

2. To develop manipulative skills

3. To seek new applications of technology to existing or anticipated problems

4. To stimulate new attitudes and concerns about technology and its effects upon society

5. To develop a basic understanding of technical principles, processes and practices

6. To stimulate a productive and creative use of leisure time

Social Science

Student Objectives

1. Understanding of man and his world

2. A commitment to the development, maintaining and improving of cultures that gives ultimate emphasis to concepts of truth, justice, love, tolerance and beauty

3. Ability to handle tools of the social sciences such as research, investigation, social inquiry, analysis and interpretation

4. Understanding of social, political and economical structures and their effect on man and his relationship with man

5. Interpretation of facts and concepts, with emphasis on concepts

6. Understanding of generic principles

7. Formulation of values (ethical, moral)

8. Acquisition of knowledge in methods used by social scientists, along with a working familiarity with the different reasoning processes

9. Practice in communicating as a result of inquiry (group or individual)

Natural Science

Student Objectives

1. Application of the methods and attitudes of scientific investigation to other disciplines

2. The instillment of a respect for the ideas of fellow students

3. The development of a critical open-minded attitude in each student

4. The development of an inner resourcefulness and confidence in one's own work

5. A realization of the tentative nature of fact and solution and the overall importance of theory, generalization and concept development

6. The development of communication skills

7. The stimulation of imagination

8. The development of an understanding of the unifying elements and differential elements that determine values in natural science and social science

9. The presentation of learning as an experience in inquiry

Visual Arts

Student Objectives

1. To stimulate aesthetic understanding through an awareness of artistic achievements as related to twentieth century art theory

2. To develop sensitivity to his surroundings

3. To interrelate artistic expressions with all disciplines

4. To acquaint students with tools and materials in art production

5. To encourage individual creativeness

6. To develop basic art skills

7. To increase understanding of the act of creation based on self-discipline and ability to use ideas in a new way

8. To organize the art elements in a creative way

EMPHASIS ON THE TALENT WITHIN EVERY CHILD

Mrs. Betty Stovall

There he stands in your classroom surveying it and you with questioning eyes. Eyes that are saying, "Look at me, see me for what I am, and see me for what I can be. Give me openness and guidance, opportunity and stimulation. Don't make a copy of me. Don't make me a copy of others, but help me be my unique self, a self I value. And in valuing make valuable for all about me. Please look at me."

Children are always trying to tell us about themselves. They are very proud of their best and very open with their worst. And they don't mind telling you about the worst in the family either. I remember well one little fellow in the first grade who said to me, "I heard my daddy and mommy talking last night."

You know how it is whenever that happens--gird yourself for whatever might come. I said, "Yes, and what did you hear?"

And he said, "Daddy told Mama, 'Well, you know we don't owe anybody anything and we've got a dollar in the bank.'"

This sharing of their unique traits with their inate curiosity and their impelling desire to become totally involved with their environment provides the teacher with all she needs, the very basis needed for motivational and learning processes that are required to develop independent learners with good self-images. Now let me say that again. Here's what the teacher has in her hands to work with--curiosity and the need to learn. Children learn nothing unless they need to know it. Thus an imbalance must be kept between what is known and what is needed. Once he knows all he needs to know, he will not learn.

Therefore, one of the first things a teacher of the gifted, or any kind of a child, must do is never to answer fully, to keep an open endedness so that the child must keep inquiring to satisfy his own need and his own curiosity. Secondly, the unique traits and talents are there which can become the vehicle of learning and communication. Thirdly, the mechanism for making decisions and judgments that lead to satisfaction and fulfillment is inherent in the child. These are valuable assets which luckily we do not need to create in a child. As educators, our responsibility is to recognize and develop them.

Today I want to talk about these unique traits or "talents": what they are; how to find them; what you can do with them; how they can be developed into worthy personal or societal tools; and why it is important that this kind of talent be discovered in every child, not just a few.

There was a time when talent and creativity and high intellectuality were presumed to be limited to a narrow band of people. The intelligence quotient, once accepted as a governing criterion, soon became a dictorial

god of sorts. Eventually the realization that such tests measure only man's developed ability, and this probably represents only about 10 percent of man's total intellectuality, has opened our eyes to a host of other valuable capacities under the heading of creativity and talent.

Creativity became one of the next areas for intensive investigation. Getzels and Jackson did a great deal of study to find out whether there was a relationship between a high IQ score and creativity score, just as you heard this morning. A number of interesting facts were found out about creativity. One of them that I find most interesting was Taylor's discovery that creativity seems to exist in levels. One is <u>expressive</u> creativity which does not really require much training; it does not really require much intelligence or discipline; it is present in all people. Then there are <u>productive</u> creativity, <u>inventive</u> creativity, <u>innovative</u> creativity, and finally, at the top, <u>emergitive</u> creativity which require high intellect, self-discipline, knowledge and training. As we found that these different levels of creativity did not necessarily require a correlation in IQ at all levels but that they could be present in different degrees, we began to find out that we needed to know more about other things that come under the umbrella of creativity.

Under that umbrella the new concept of talent began to emerge. I don't know how many of you have been keeping up with Calvin Taylor's study at the University of Utah concerning talent, but his research has indicated that 90 percent of the children in any classroom are highly talented in some area and that 50 percent of these are highly talented in two or more areas. Suddenly, the classrooms have become just full of talent, and the major problem now is one of identification and subsequent development.

What are these talents? This new concept that many children have talents instead of a few opens a door to a vastly different educational program. For instance, this concept presents a way to get the subdued and test-oriented abilities and talents of culturally disadvantaged students out in the open, and it helps both the teacher and the student to recognize those things which the individual believes to be most valuable about himself. As the teacher then deliberately provides opportunities for the child to use these talents and tools and skills for expressing his understandings and feelings, the student's self-image and sense of worth begins to increase. This is simply making use of the strongest and most positive factors in the child's personality rather than battling with the negative and weakest factors.

Perhaps it can be hypothesized that this approach would be effective in personalized learning for any student, handicapped or talented and result, therefore, in better academic achievement. I believe it can be. I don't believe it needs to be restricted to any one kind of child. Therefore, let's assume that we accept the propositions that talent is massively present and that its recognition and development promises positive personal and academic development.

How does one go about identifying these multi-talents? There are numerous tests and test combinations that we can utilize and you heard our previous speakers talking about different ones. I would like to

describe what I choose to call the Charlotte-Mecklenburg Talent Search which is being developed here. We hope it will become an effective instrument for identifying many different kinds of talent.

A little history of our Special Abilities and Talents Program in Charlotte may be helpful. In 1963 under the encouragement of Dr. Craig Phillips, who was then our superintendent, the Special Abilities and Talents Program was designed and put into action, and the name Special Abilities and Talents was deliberately chosen because we felt even at that early time that talent was a relatively unexplored field. Nevertheless, the program began as an academic program using the State criteria on intelligence and achievement as determining placement factors. Emphasis had been placed on learning processes, inquiry processes, creative thinking and creative action--a depth and variety program. With 85,000 boys and girls in the school system, there was no lack of eligible students. In fact our problem was, from the first, one of elimination rather than inclusion, and this is a rather discouraging approach to the encouragement and fostering of excellence. Now this was the <u>first</u> disturbing element which became a <u>link</u> in a chain toward change--the fact that we were excluding rather than including and developing much talent and much capacity.

The program began with about 75 fifth and 75 sixth grade students who had to transport themselves from the far ends of the county or from the inner maze of the city. Now, we have over 6,000 in the program. The business of transportation or, the lack of it, cut deeply into the ranks of students who could have and would have attended the class and this became <u>link two</u> in the chain which dictated that we must begin to look for change.

Furthermore, it became distressingly apparent that 75 students out of some 600 thoroughly eligible candidates among 7,000 fifth graders was a very low percentage and we were missing many children. Many children were not even recommended by their schools because of the low placement ratio. They figured it was no good to recommend since only 75 could actually be placed in the class. Now this was <u>link number three</u>.

The next thing that we had to see something about was this. As a secondary program was added, classes were established in junior and senior high schools again for the academically able. Here the transportation problem was licked and recommendation by sixth grade teachers for the seventh grade placement leaped because the children were going to their own schools and automatically were provided transportation to those schools. <u>Link four</u> was clearly stated. We must put the program in the schools where the children were normally assigned.

Closer evaluation and screening revealed then that the children were diversely talented. Some had high capacity which some of them used and some didn't. Some had capacity in verbal areas only. Some had capacity in numerical areas. Some had capacities in the arts. Some had capacity in physical areas. Some had capacity in spatial relationships. And some just had capacities in being and this we kept being aware of--that there was something else there which had not been tapped before. <u>Link five</u> then indicated a need for more diversification, more personalization and more individualization.

An examination of the screening form that we used showed that, even though care had been taken to include subjective teacher evaluation, the students in culturally disadvantaged areas were still not represented in meaningful numbers. The test scores were too low and we ran the risk of being unable to support placement of promising but low scoring children in the program. This was link six. Therefore, we established a pilot class to see what would happen if promising students from culturally disadvantaged areas, when given opportunities for learning in humanity-based, inquiry-oriented programs that looked for and used the best the student had at his command, were included. The encouraging results of this confirmed our beliefs that some change must be made in this direction and a new emphasis put into the program.

This format was a part of the total reorganization of the Division of Special Educational Services in the Charlotte-Mecklenburg Schools. Under the direction of Dr. Leslie Bobbitt, the Division--including departments of Guidance, School Psychology, School Social Work, Special Abilities and Talents, Special Education (Handicapped), and Testing and Research--developed the concept of a multi-disciplinary approach to caring for personal and learning needs of all children in the school system.

The operational structure includes Learning Development Centers responsible for the problems of a designated number of schools. Each center would be staffed by a multi-disciplinary team representing each department and capable of giving organized depth support to any child's problem.

In each school there would be Personalized Learning and Development Laboratories staffed by two or three resource people with two major functions: to act as a liaison body between the school and the Center and to assist the classroom teachers with student problems.

At present four of the teachers allotted by the State to the Special Abilities and Talents Program are assigned as resource teachers in Personalized Learning and Guidance Laboratories and are responsible for the personal and learning needs of the talented children in sixteen schools. While these four teachers are beginning the operation of the new program, the remaining four teachers are closing out the last year of the old program.

The four resource teachers have specific tasks to perform. First, they must become a visible and responsible source of help to the classroom teacher. This is not always easy, because classroom teachers are sometimes unable to accept help comfortably.

Then the resource teacher must actively search for talent. We have designed a Talent Search Inventory which the resource teacher administers to all children and teachers in the classroom. Each page of the inventory accomplishes its part of two objectives: expansion of the concept of talent and identification of individual talents.

Page One accumulates and expands the idea of talent and the range of possible talents.

Page Two compiles "signifiers" of specific talents, providing observers with clues for identification.

Page Three gathers talent data concerning each child from his classmates and teacher.

Page Four is a list of the talents and unique traits an individual finds in himself.

The resource teacher and the classroom teacher discuss the inventroy results, find a talent or talents for each child, and prepare ways to recognize and use that talent in the classroom, in small groups or on an individual basis.

The resource teacher is available to aid the classroom teacher in planning and carrying out classroom procedures by taking clusters of children out of the classroom for special work or by working in depth with one student. She may demonstrate learning and teaching processes that promote talent and academic growth. She may provide remedial help to talented children who are underdeveloped.

We have found that the process of conducting the Talent Inventory has already provided some positive accruments. Students look carefully at each other to find excellences; they report that their images of each other have improved considerably. The tendency to "cut down" is reduced. Teachers are forced to see each child as a valued individual and to plan specifically for him. Each student, looking at himself, assesses his strong factors, and his self-image grows as he sees his talents recognized and respected.

Often there will be a student whose talents are unrecognized by either classmates or the teacher. He is literally a "blob" in the classroom. His personal assessment sheet will disclose several unique talents--mainly categorized under "no one knows this but myself." When this occurs, the resource teacher and the classroom teacher plan specific ways to provide opportunities for these talents to develop.

We find that adults are inclined to be very stereotyped and limited in their concepts of talent; children are diversified and perceptive. Adult inventories stick closely to artistic and academic forms of talent. With some help they will move into areas such as leadership and organization.

Students quickly jot down these accepted areas and fill up the page with diversified talents. I will translate their language into professional terms in this partial list: hypothesizing, setting priorities, forecasting, timing, persistence, organizing, empathy, sharing, thinking practically (transforming), talking. (I assure you that children put tremendous value on this business of talking. It comprises their concept of "communication." So many students are inhabitants of "silent classrooms" where talking is virtually impossible and communication is scanty.)

To return to the list. Children feel that aggressiveness is a talent--and how often we adults squelch it! Being happy is a talent in seeing and evaluating relationships. A sense of humor is definitely a talent. I can't resist telling a story about this.

We know a boy who really does have a talent for humor. A couple of parents at a dinner party were talking about their children in a Special Abilities class in English at a high school: "Our children are having the most fun in their American literature class. They come home bubbling with laughter, full of stories, and can hardly wait to get back to class the next day."

Of course, talk like that pleases me, so I asked, "What on earth are they doing that is so attractive? What are they studying?"

One of the fathers replied, "Would you believe THE SCARLET LETTER?"

I had never considered that piece of literature fun. In fact, I put it among the serious novels. So my curiosity was aroused, and the balance between things known and unknown was suddenly unbalanced. I went to the high school to talk to the teacher.

"I've been told there is a real 'happening' going on in your literature class. I hear you've turned the sober SCARLET LETTER into a comedy."

She leaned back in her chair and laughed. "That's the truth. I never realized the story could be so funny. I look forward to the class every day as much as the students do. It's all because of a certain boy's particular talent. He has the most uncanny ability to see unusual relationships, and he immediately points them out. The next instant we all see the point and double up laughing."

Thank heaven for that teacher's own talent! She recognized and released this capacity in the boy and made use of it in her classroom procedure. I'll guarantee that these lucky students will never forget THE SCARLET LETTER.

Other talents repeatedly identified by students are: telling stories, manual and physical dexterity, seeing relationships, patience, deviousness and manipulation. Cooking, hairdressing, spelling, and working are frequently included. One of the more fascinating items that occurs over and over is their assertion that "irritation" is a form of talent. They reason that this is a catalytic capacity that "gets things going." In retrospect, I can spot many students who used this capacity very ably, and I can see it as a valuable asset if properly guided. If students put value on these unique capacities, we must ponder ways to make them useful in the educational process.

These little-recognized traits, characteristics, talents--call them what you will--are probably keys to learning and functioning. There is no doubt in my mind that they are the keys to developing good self-images and mutual respect. Nor do I have any doubt that these are the keys to personalized learning and guidance; they represent the things children believe to be most valuable about themselves and their peers.

This is where our Talent Search is leading--to the discovery of diverse talents within each pupil and to ways of releasing and developing these talents.

We do not have a perfected instrument, but we do have one which stimulates professional thinking about talent and creativity. We envision preparation of a manual of signifiers which teachers can use to guide their awareness and perceptivity about children's talents. We envision a classroom where children's talents and strengths are recognized, valued and developed. We are particularly hopeful that our work will enable us to uncover talent and capacity in underdeveloped and disadvantaged children for whom the common concepts of talent and excellence are not relevant.

So we are deliberately going into all kinds of classrooms to look at all kinds of children, to urge and help teachers to look at the child, to see him as he is, and to support his efforts to become his unique self through development of his personal talents.

In closing, let me state that we do not propose reducing our efforts to maintain quality academic programming. These students must have skills and knowledge in abundance. We propose to recognize also those inner talents and capacities which are his means of communication and operation as a human being.

His final feelings of self-worth and acceptance as an individual in society depend on this recognition.

DISCUSSION

QUESTION: How would you implement the use and development of a hidden talent?

ANSWER: Suppose we find a child whose peers and the teacher say is a good organizer. We will go to the teacher and say, "Now, look, everyone admits that this child can organize. Now how are you using this particular capacity in the classroom?" We suggest to the teacher that she give this child responsibility for organizing a certain part of the unit of work which is to be done. Or let him organize the work of a small group so that that particular trait can be put to work.

QUESTION: When do you use this person to help the rest of the students to learn how to organize rather than make him do it? He already knows how.

ANSWER: They do learn by working with this particular person. But frequently he has not actually developed the real skills, the process of organizing. He has shown indications of it. The first thing we want to do is to develop the process in him. Incidentally, that is another step in the program. As we work out specific ways in which these things can be developed, we want to make a tally of these, make units of this kind of process which we can share with teachers. This is the way we help a child learn to become a proficient organizer of material. We want to find all the different kinds of organizational situations that we could put him in. You see this is subjective; yet, we have to begin to see what works and what does not work. Put him in the situation where he begins to do it, and we believe these children can do as much as we can in working out the process.

QUESTION: Would you take another talent and discuss it?

ANSWER: All right, empathy. We found a little girl in kindergarten who seemed to have a tremendous empathetic talent. No matter what happened to any child in that room, she was aware of it almost instantly and moved to the support of this youngster. It was uncanny how she was so atuned to this particular kind of phenomenon in the classroom. Now, what can we do to help this child continue to use this? First of all, we can open up the door for her to move freely in the classroom to get to people. This means relaxing the rigid structure of the classroom and making her feel that it is all right for her to move to support another child. Secondly, make her know that we recognize this as a valuable thing about herself and that we're not going to play it down. Give her room to operate, and in many of these talents, I think that probably is the key thing. Thirdly, I would say that we would need to get that child actually to working with specific children who need some kind of emotional support. Make them into buddy teams or buddy groups in which this child can begin to operate. This is the way that we're trying to work with this particular little child. Whenever somebody does get their feelings hurt, we ask this youngster, "Can you go over and see what you can do to help Marion?"

We see her actions and note the results. If a similar situation crops up in another child, can we do the same thing again? I'd be very interested in your trying these things yourselves and begin to pool this kind of information.

QUESTION: Do the students list qualities of the teacher too?

ANSWER: Yes, we ask the students to do this for the teacher too. The teacher's name frequently goes on that list. It is very revealing where the students think the teachers are strongest. This isn't damaging because they are asking for strong points. We're not asking for the weak, the "put-down" part of it.

I remember one particular time in which a child could not write anything that she saw worthy about herself and finally it became so apparent to her that at the bottom of the page she wrote, "Help me." We found one child who wanted help whom we had not located before. Here is a place where I'd put that empathetic person in touch with this child to give some support and some help.

Suppose we see a child who is very good at three dimensional projects but is very, very poor at writing things up. We have a terrible habit in our school systems of only accepting that which is written or spoken. We don't evaluate other things with the same weight of worth. If a child can best express what he knows in a three dimensional project, let him do this instead of writing a paper and give it the same kind of credit. If a child can express what he knows and feels about a thing in terms of color and line, let him do pictures. I remember a class of 36 youngsters in a promising class at one of our Negro high schools. We didn't have the test scores that would give us any basis for having what we call a SAT class there (Special Abilities and Talents Class). So we established this promising class. In discussing a unit of communication, we talked about the different ways people could communicate. We took the children through the sheet to indicate what they thought was their best talent, their best means of communication. I went over a little later. The teacher had asked each one of these children to isolate something in his life, background or understanding which he thought was a great value, enough so he would take the trouble to communicate it to the class using his own means of communication. For two hours I watched as 36 students presented the things they thought were worthy and wise--in songs original and songs from the general background of music, original and collected poetry, essays, paintings, pantomine, dance, and sculpture. One little gril had brought in a piece of sculpture of a man sitting (all bent over) in a chair and we asked, "What are you trying to tell us?"

Here's one of the empathetic people. She replied, "This is a piece of sculpture of my uncle who is cripple and cannot get out of a chair. He feels that nobody cares for him and that nobody has any concern. I made this to show him I care." Now she is carrying a great message of communication to that particular class. These children had a way of communicating and the ideas they communicated were the vibrant active ideas, the events of the day, the conflicts of the day, the great moving societal problems and issues of the day. Each chose his own and presented it.

The room was electric because we all knew that this was something terribly important to the person who was giving it. I think it was one of the greatest learning situations I've ever been in in my life. We find that when we do this kind of thing with children that the classroom just becomes a different place. Suddenly, it is total involvement and it's not teacher up there guiding and directing. It's children guiding and directing and inquiring and sharing with the teacher being the greatest learner of the entire class.

QUESTION: Are your resource teachers specialists within a subject or are they versatile and can do any subject well?

ANSWER: They are versatile and can do anything under the sun! I might tell you they do have areas of excellence. Mary Tripp is an extremely creative person in art, creative writing and in language arts. June McKinny is a past master in sciences, in semantic approaches and in seeing relationships. Mary Ellen Bundy has all of the latest techniques in the affective domain and in processes of learning that you can get your hands on. Olive Holland over here can run a sensitivity course which would run circles around Bethel, Maine. And she knows about values and about human relationships. All of them have a good background in general academics and in teaching. They are primarily classroom teachers in whom we have seen great potentials.

QUESTION: I think there was a question about how the talent of aggressiveness could be effectively utilized in the classroom situation.

ANSWER: All right, aggressiveness. Oh, and we have lots of that, don't we? Suppose that we take a child who is very, very aggressive and put him into a situation in which he must carry a point of view across. I would put this boy, for instance, into a debate situation where he has to be very aggressive in presenting his point of view about a thing. I would begin to ask him to build up plenty of information that would back his particular point of view.

Let me tell you about one particular instance where a ninth grade class had some very aggressive youngsters. The teacher asked this class of strong minded children with strong personalities, "Select one topic that you want to discuss--a very controversial topic. Spend the week collecting all the information that you can get from movies, from television sources, from the newsstand, from people--it doesn't make any difference where. On Friday when we come in, we're going to have a free-for-all discussion. There's only one ground rule. One of you must moderate and you must wait until you are recognized before you say what you have to say. You must recap what the person ahead of you said before you say what you want to say."

Now, this gave a good framework of listening and a good framework of judgment. Our aggressive youngsters found very soon that if they could quickly get their material together, organize it, analyze what the person before them was saying, they could take charge of the situation and swing it in any particular way they wanted too. This became really a propagandizing situation. The aggressiveness was directed in a worthwhile, usable way.

Now aggressiveness physically we would recommend immediately to the physical education department. Here is somebody who has get-up-and-go. Let's use this aggressiveness in some kind of physical competitive sport.

If we are running an election, we want aggressive people who will go out and persuade people. We want the children to know that aggressiveness is a part of persuading and is a part of building. Suppose we have something we want to be sure is carried out. Get the aggressive child on that particular committee who will keep pushing and pushing to get it done. We feel that aggressiveness can really be a very valuable tool if it is handled properly. And if it is not handled properly, it is going to get out anyway. You may just as well look at it positively.

QUESTION: How can we identify or will we ever identify all the children possessing hidden talent in other classes?

ANSWER: We're doing that all day in the sixteen elementary schools that we're working in. We're working with every fifth grade child in these schools this year, regardless of what his IQ is, regardless of what his achievement is. We are setting aside those particular criteria, but we're looking for these undiscovered, un-named, undeveloped talents. We have the academic talents. We have the academic talents which we are working with. That is one kind of talent. We have the esthetic talents which we are working with. We have these other kinds of talents which we also need to recognize and do something with. Now, this has not moved into the junior high school level. We're working to a great extent but it is really being tried out on the elementary level at the present.

ADVANCED PLACEMENT--AN EFFECTIVE PROVISION FOR ACADEMICALLY TALENTED STUDENTS IN THE HIGH SCHOOL

Dan Beshara

The Advanced Placement Program of the College Board is one of its six major programs. The Advanced Placement Program is designed to offer able and ambitious high school students an opportunity to do college level work taught by their high school teachers while still in high school. For the eleven subject matter areas, committees of examiners prepare course descriptions and rigorous three hour end-of-course examinations. Teachers should use the course descriptions as basic guidelines in planning instructional programs.

Students are encouraged to write the examinations (usually administered the third week of May) so that they may have credentials from a nationally recognized program to present to their colleges for advanced credit or placement. Approximately 46,000 students wrote 69,000 examinations in May, 1969. This was an increase of 14 percent over May, 1968. In North Carolina there were 33 schools that prepared 381 students to write 450 examinations. Among the ten southeastern states this ranks fifth. On the other hand there were 37 North Carolina colleges that received 1,100 examination scores and papers. This ranks North Carolina first among the ten southeastern states receiving AP students into colleges. Paradoxically, those colleges across the country which have the most rigorous admissions requirements generally have the most liberal policies of awarding college degree credit based on the student's performance on the AP examinations.

This has lead the College Board to recommend to any college that students who score a 3, 4, or 5 on the 1 to 5 scale be given college credit and those scoring 2 be evaluated for advanced placement.

It has been proven time and again that high school teachers and their students can form an excellent team for doing college level work which is significant and worthy of recognition by colleges throughout the United States.

A brief discussion focused on the parallelisms that can be drawn between the development of behavorial objectives and AP instruction and between the articulation of school and college curricula and AP instruction and criterion referenced testing and the AP examinations.

Several approaches to AP instruction have been effectively employed: some using video tapes developed for the calculus and European history; some using small seminar groups; independent study; and correspondence study from the University of Nebraska, but most students are taught in regular classrooms in classes that range from 8-10 to 20-25.

The College Board's Southern Regional Office, 17 Executive Park Drive N.E., Suite 200, Atlanta, Georgia 30329, has special services available to schools and school systems and state departments that may be called on to assist in the establishment of college level instruction where the need is apparent for bright students still in high school.

THE GOVERNOR'S SCHOOL OF NORTH CAROLINA: ITS THEORY AND CURRICULUM METHODOLOGY

James L. Bray

In discussing theory, curriculum and methodology used at the Governor's School, Dr. Michael Lewis and I had prepared our remarks to be used in conjunction one with the other. In addition, we have asked three former students and two men who have taught at the school to aid us in our presentation. Due to the illness of Dr. Lewis, I will incorporate both parts and run the whole show.

The Governor's School is rather unique in the country in its concept, student body, faculty, theory and curriculum. It will begin its eighth session in 1970. Few schools would ever have the opportunity of drawing together such a group of students as these in the first place. We have been able to select our faculty from all over the state and, in addition, have been able to obtain the services of some excellent people from outside North Carolina. As a part of our growth and development, we have learned some things about the education of gifted and talented youngsters. We have been innovative, not being bound by traditional concepts of learning, teaching and educational methodology. Exploring and devising new theories of education have been two of the most rewarding and valuable outcomes of the school. More specifically we have developed a particular theory of differential education. In a brief form, we state it as: (1) theory over facts; (2) an ability to deal with deeper and deeper generalizations; (3) aiding the students to grasp higher and higher level abstractions. Our theory follows the findings of the last decade in all the disciplines. I want to share with you some of the things we have found.

Any time you hear of "the new social studies" or "the new math," it simply indicates that we move toward the theoretical. We're not moving, in language, for example. Many teachers stay merely on nouns and verbs and pronouns and what not, though they are important, but we're getting into the meaning of meaning in linguistics. In social studies we could draw a like parallel. I'd like to make one point quite clear this morning. If I don't say anything more, it will be worth my trip down here to say this: in a given society we think it's our Judeo-Christian right and distinct pleasure to educate people at the low end of the totem pole, the trainables and the educables. No one in this room, certainly not I, would voice one vote against that. I think we should. We think and say loudly and proudly, "We must give them a different kind of education." Differential education, if you like. We recognize that with the kind of education we give to the mentally retarded students, the kind that appeals to their senses, to what they can see and hear, they can do marvelous things in becoming productive citizens.

For some unknown reason when we move into educating the gifted, there are groups in the American culture that frown. This culture states that where you have a bunch of "smart alecks" together they are going to be an elite group. They should be put in with everyone else and be just

plain old ordinary folk. I state to you that the very uniqueness of their giftedness denotes that we have to have a differential education for them just as much as for the mentally retarded. That it's very democratic. Go back and tell everyone you see that message, especially your superintendent. If that doesn't do the trick, then call on me or a member of the Gifted and Talented Section and we'll come down and do some missionary work. Somehow and somewhere along the line we have to help the administrators of this state and others to recognize the talent we have in these young people of brilliant minds. We must help these administrators to learn the gifted do not study or learn the same way that people normally do in the classroom.

What is the difference? This brings me to a theory of the Governor's School: youngsters with IQ's of 120 or above (using IQ simply as one index of potential) tend to think more and more in abstractions; the gifted person is more comfortable with the abstract than he is with a common sense approach.

You've all heard the story (critics of gifted education love to tell it) how Einstein couldn't do simple mathematics. "You know," they say, "he couldn't add two and two" and most laugh as if he were dumb because he couldn't. The trouble was that it was such a simplified, elementary thing to him that he got bored with it. His method of operation was to correct the Newtonian laws of motion and space where he found that time and space were relative. You could send off a man into certain galaxies and by the clock on the wall he would have been gone three years. In reality, if he went far enough and returned, he would likely find that the world he left here was nonexistent. Traveling at the speed of light three million years would have elapsed before the travelers returned showing only the passage of 27 years by our calendar. The speed of light denotes that time and space are relative.

The time is gone when we can look at gifted students and say to put them in the normal classroom procedure and just give them more. We did that for too long. We put the slow ones in the same room with the normal ones and the gifted ones and we had a very simple formula: give the slow ones less, give the middle ones so much, and give the gifted ones more. It's not more, it's what and what kind! We at the Governor's School have several purposes. Certainly, one of the purposes is to make certain that we serve the State of North Carolina. We belong to you. As a matter of fact, our most important purpose is to serve you and the State of North Carolina. We proudly state that we are an agency of the State Department of Public Instruction, in particular the Division of Special Education. It is our earnest hope that what we learn at the Governor's School will be available to you as quickly as Edd McBride and his friends can get it to you. We're also interested in, nor what we can give you, but what you can give us. It is a two-way street. We will be delighted not only to ask you to come and visit us but also to ask you to come and share with us those findings that you have in the education of the gifted.

The Governor's School as you probably know, began in 1963 when Terry Sanford was governor. The school was financed by the Carnegie Foundation in cooperation with several businesses in Winston-Salem.

It has been under the State Department of Public Instruction solely for the last four years. It is a school that is primarily concerned with delving into the difference between convergent learning and divergent learning. I don't have to tell too many people with the gifted what that means because most of our instruction tends to go toward the convergent. Even the Graduate Record Exam and a host of tests start out something like this: a train leaves Chicago and is going 50 miles an hour and one leaves California and it's going 60 miles an hour. At what point do they meet? They give you four chances here at the bottom--one, two, three, four--and the child has tried to learn from the very beginning to quickly assimilate factual data and come up with the right answer. Click up! The more gifted he is, the more prone he is to ignore that. He gets interested in the possibilities. A train leaving New York and one leaving California, now what if??? He can figure out, for example, that number one can be correct, number two can be correct, number three can be correct, number four can be correct. They are all correct because he has manipulated in his mind alternatives for each one, all of them being abstractions of the data given him. He is not likely to do too well but, alas, alack, we train them well, don't we? We pat them on the head when they get the right answer and we scowl at them when they get the wrong answers. We give them such things as F and U which in the long analysis is procrastination because we don't even know what they mean.

At the Governor's School one of the things we attempted was to do away with all the extraneous things we could. Grades are an example. The students here today will tell you that in the first analysis this experience was pretty awful. They adjusted quickly. They realized that they were only competing with themselves. Faculty members adjust less quickly; some faculty members have less trouble with this than others. We do, however, think that our basic theory at the Governor's School is sound. Remember it is only a seven weeks stay for the students and we couldn't possibly teach them very many facts in seven weeks. We do not even attempt to. What we attempt to do is to open windows for them so that they can see the various theories of their disciplines and the <u>latest</u> theory. The latest theory--because there is a broad revolution going on in education. We could spend the time, for example, in fifteenth or sixteenth century theory. In many schools in this state and in others I suppose, hours upon hours are spent on certain aspects of theoretical knowledge that was quite applicable in the seventeenth, eighteenth or nineteenth centuries. But they almost forget that we've had an Einstein, that we've had a Sigmund Freud, and that there are certain relationships that make all of these things new and exciting. Naturally this brings on anxiety. Anything new brings on anxiety in all of us. It is a fast changing time. What we wish to do is to open windows for the youngsters, to give them a taste of what it's like to study in a realm of the new that supplements and does not take the place of what they learn in their hometown schools. We by no means feel that we supplant <u>what</u> your good work is, we only <u>supplement</u> your good work. It is our hope that if we can whet their appetites, they can come back to you and to your school systems and share the experiences with the principal and students by opening windows of knowledge to the others who did not come.

We accept, as you probably know, approximately four hundred students out of four thousand who are nominated each year. It short, we could probably have ten governor's schools in North Carolina if funds and locations were possible. You might ask why we take only 400 students? That's the capacity of the dorm space at Salem College where we have the school. I would like to give you a few details of the way the Governor's School is programmed. Area One is the discipline in which the student is nominated--English, French, mathematics, social studies, etc. This takes two-thirds of their class time. It is thought that this area, in particular, should not be an area in which they simply get more of what you've given them but one in which to get higher and higher generalizations in their discipline. Mac Mitchell has taught social studies for six years. The challenge to get higher generalizations would be presented to Mac's Area I class. Let me give you an example of that because just to say it is not enough explanation. Mike Lewis likes to give the example of a faculty member once saying to him, "What do you get out of this, 'A rose is a rose is a rose?'"

Taking that poem as an example of how you can go to higher and higher generalizations, Mike leaned back and replied, "Well, we can take it at the first level and say, 'What is it?'"

"Well, it's a poem by Gertrude Stein." You see that it is. You can show it to them. There it is in the book. That's sensory. You use your eyes and you can read, and there it is.

If you stop there, of course, you can go back to your task and the child can say, "'A rose is a rose is a rose' is by Gertrude Stein."

That's one level, all right, but suppose you go beyond that and say, "What is it that's peculiar about the poem?"

"Well, it repeats. 'A rose is a rose is a rose.'"

"Has Gertrude slipped? Why did she want to say, 'A rose is a rose is a rose?' Why not just, 'A rose is?' It seems that she had a purpose for emphasis, an emphasis like your mother might have said, 'John, JOHN! J O H N!!!' She wanted to be emphatic." So, now, you know something else about it. That it is emphatic. And we've moved a step farther.

Suppose you want to go one more level. "Why did she want to repeat? Why do we want to emphasize things? For what purpose? Why would she pick a rose? I'm certain that as you go about your house each day doing your tasks, you pass a tree or a particular bush. You don't even see it. You don't even recognize it because you have seen it so often; you take it for granted. What Stein is saying is, 'Look! Look at that rose for what it is. It is a rose; it is something important. It is something beautiful made by Nature to be received by someone with intelligence and intellect and it makes you special because you can see that it is a rose is a rose! Look at it!' Now, you're talking about something pretty important--Man's ability not only to view and just to come back with an answer, but also Man's ability to utilize both intelligence and intellect."

We have then moved quite far from just looking at it. Suppose we did that in every subject we took. We'd really turn youngsters on in class. This is Area I.

Area II is the epistemology. We happen to use the LOGIC OF SCIENCES AND HUMANITIES by F. S. T. Northrup. Dr. Northrup has come down several times to visit us. You might like to get hold of that book sometimes because it is basically a system for knowledge about knowledge. These students here today will have something to say about that in a minute. Knowledge about knowledge--the idea that at some level all knowledge has relationship with some other knowledge. You might not see too much relationship sometimes between A and B but going deeply enough brings the relationship forth. If you don't know what you're looking for, if you have no system, it's sort of helter-skelter. We think that Area II is the most difficult yet the most important of the areas because it helps to relate all knowledge. The students spend about one-third of their time in this.

Finally, we have Area III--personal development or psychological development. When we talk about gifted youngsters, we are not talking about psychologically abnormal people. We are talking about people who are normal. According to Terman they're healthier, wealthier and wiser than the normal, but because they are in our present culture, they are not immune from having problems. I wonder, for example, within your own high schools, do the very bright receive the same accolade as the cheer leaders or the left end on the football team? Is the top-notch English teacher paid the same as the top-notch coach? I doubt it. As a matter of fact, some of these youngsters tend to be almost frightened by their own giftedness. Some want to shove it down somewhere, cover it, and appear to be just old normal "me."

One chap, I recall vividly, came to me one summer and said, "I don't belong here."

In reply I asked, "Will you help me in my class today? You're in science and I'm not too up on Einstein's theory. Do you know anything about it?"

"Yes, sir," he replied.

"Would you explain it to the class today?"

"Be glad to." He got up there with his beautiful eastern North Carolina accent and explained Einstein in the simplest of terms to the other students. For one of the few times in my life, the theory made complete sense. The boy had felt that he wasn't even worthy to be among the "smart kids."

It has been my observation that one of the characteristics of giftedness is to be humble. They are <u>not</u> smart alecks; they're not among the elite according to what they think. They are polite and they are gifted in politeness as well as in humbleness. Area III will give the students some insight into themselves. They are not mixed up but need opportunities to discuss questions about themselves that normally

are not give to them. They study such things as Freud's psychoanalytic theory. They study Planck, Einstein, and Freud--three of the pioneers of knowledge in the twentieth century who just about turned everything upside down. Some knowledge about depth psychology, hopefully, will give insights to these people so that they can know themselves, to give the Socratic dictum.

These are the three areas. If you were at the Governor's School while it was in operation, I'd say at this juncture, "Now, that you've seen how we operate and understand the underlying theory, I want you to meet some of our youngsters. Seeing them in action will teach you far more than anything that I could say or anything that I could describe." Since the Conference is neither timed nor located correctly for this, I'm going to ask three students to tell you about the Governor's School. Cora will give her impressions of what she expected at the Governor's School and what she got. What about it, Cora?

Cora: Before I went, I expected that I'd get there and meet a lot of smart people (for one thing because I think I'm dumb), and we'd have a lot of classes with no recreation at all. After I got there, I met some of the greatest people I've ever met. We got to know each other so well. That last day was just water and that's all, everyone crying. There you didn't look too much at how much money a person had or if he dressed a certain way. You just noticed the person as a person and not as anyone else of another race or anything like that. I just thought it was the greatest experience I'd ever had.

Mr. Bray: Mike, what was your impression of the Governor's School?

Mike: Well, when I went up there, I was expecting to meet a lot of eggheads--peculiar little boys. I got there and it wasn't that way. It was fantastic, completely different from what I was used to. They didn't give you any grades. The first week I was there, I'd think, "You know they aren't going to grade me; I don't have to do all this stuff." But after the first week, you say, "Gee, they're not making me do it." So, after that everybody settles down and starts doing all the work. You just learn for the sake of learning because it's not to please some teacher or something like that. It's really fabulous. I wish all the rest of the schools were like that.

Mr. Bray: Melanie?

Melanie: I was expecting most of it to be in the area in which I was going, not a lot of classes in logic and psychology and stuff like that. But when you got there, you didn't have to concentrate on just why you were there. If you didn't get involved, you felt like you were hurting yourself in that you looked down on yourself. You wanted to work so that you could give something to the class, be able to participate. It gave you an atmosphere of wanting to do something to contribute.

Mr. Bray: Mac, what observations did you make as a teacher at the Governor's School with regard to the techniques and methods that you employed there that might be helpful to some of the teachers in this room?

Mr. Mitchell: I think that the freedom to experiment with methodology is one of the most invigorating and challenging opportunities that a teacher might have. I do think the teacher needs to be very, very creative and very imaginative in challenging these bright youngsters. Without a doubt, these are the brightest people with whom I've ever had any experience. They are so keen. A teacher who thinks she can keep one day ahead of the students better not try at the Governor's School because the students are already four weeks ahead of the teacher in many instances. So, you've got to be very, very imaginative trying to stimulate them in your area. My area is social studies--to relate the social sciences to the social studies. How much anthropology do they know? How much psychology do they know? How much of the scientific aspects of the social studies really do we get into the students before they come to the Governor's School? You have a challenge to work with them that keeps them in some method which may be completely new on the horizon. You may want to take some concept that you had in mind. Simulation is an example. I think simulation is one challenge of the future so far as educational process is concerned in social studies. This means challenging these youngsters to create, to go to that level of abstraction, to go to the level of conceptualization, and to see how they can, if placed in a particular problem, work out of that problem. Another example which some of us worked on is a theoretical, hypothetical world condition. Give them everything except the way to do it, and then let them work out the way to do it. You'll see disaster, oh, you'll see it, but you'll also see a tremendous amount of knowledge which is caused by that marvelous ability that they have, so often undiscovered, to develop.

Mr. Bray: Teachers in here might like to know that we developed some lesson plans last year. We felt that, rather than just telling, we could better describe in lesson plan form and in particular dialogue some ideas for teachers and students in developing on higher and higher or deeper and deeper generalization. We ran out of those yesterday, but if you'd like a copy or a set of these, simply write to the Governor's School, Drawer H, Salem Station, Winston-Salem, North Carolina.

Cora, were you pleased or displeased with the general instruction you got last summer?

Cora: I was very pleased with the instruction because the teachers didn't tell us what we had to read or anything. Rather, they showed us the way and we learned with each other. We were quite free with each other and I learned a lot just by the teacher's being so liberal.

Mr. Bray: Many of the teachers point out that they don't feel like teachers in the sense that they have taught before. I teach at a college and in most colleges, teaching means talking. That's the only teaching that goes on. I get the notes every once in a while. "Teacher talks too much!" It's true. It's as if you say it and they write it down on a piece of paper then knowledge is preserved there for time immemorial and it's just not so.

The fact remains that the teachers through the leadership of Dr. Lewis have come to this conclusion. He phrases it like this, "I look at the students and I say this, 'Look, I don't know much more about this than

you do, but I'm gonna be the lead dog and we're gonna run down the same street together and we take off." And, by golly, they do. They take off and chase ideas.

Mike, did you learn any new ideas this summer? Did you think your social studies was run-of-the-mill or did you think it was worthwhile?

Mike: It was not like regular class. We talked more about things as they are now and how they relate to us instead of the history. Usually in history class you start with Columbus, and by the end of the school year, you don't get past the Civil War. I've never studied about World War II.

Mr. Bray: Melanie, let me ask you a question. These people have heard of Areas II and III and all three of you have had all three areas. What about Area III? Do you remember much about that or did it make an impact on you? Little or much or none?

Melanie: It really made an impact. Area III did help you understand yourself. Lots of times you tend to be very impatient with somebody else and this made you try to understand somebody else as well as yourself.

Mr. Bray: Don Hayes, the assistant superintendent in Chapel Hill, was with the Governor's School the first few years, and I want him to give some of his impressions.

Mr. Hayes: The school has been a great catalyst for sponsoring different programs for youngsters with special abilities throughout the state. Many of the people who were there got and absorbed various new ideas and then went home to initiate them there. Within the Chapel Hill system some of the people who had been to the Governor's School received descriptions of Areas II and III. While we don't have formalized courses in these areas yet, much of the same kind of style and content used at the Governor's School has been injected into the program. It has had a great impact all over the state. We all know programs for bright youngsters are really going through a rough time right now. Back in the early '60's when this program was really getting going, there was not a whole lot of opposition, but, with competition for funds to go into other kinds of programs, I think we're in for a particularly rough time in programs for bright youngsters. If we can continue to have the kind of success that I think the Governor's School has had and will have, we will convince the legislators and a lot of other people that this is what we need.

Mr. Bray: Here is an argument you can use when people speak of the cost of the program. During the period of World War II when they began the G. I. Bill of Rights, a study was initiated to find out its cost. First of all, how much did it cost totally to educate these people? People got a higher education than they would have gotten. Next to the cost they placed the expected income of the recipients as a result of the higher education and the difference in salary that they got in having the higher education. Then they computed what the tax would be on this additional income. What the study found was this was one time when govermental

spending came out in the black. You were dealing with people not things. People sometimes forget that. I would like to hear from some of you. Are there any particular questions you have to ask me or the people who have spoken.

DISCUSSION

QUESTION: I would like for the boys and girls on the stage to tell me what a seventh grade teacher can do to get this type of program started so they will want to continue it and then I would like some suggestions from the school personnel. We have the boys and girls and little material. Now, what are some of the things we can do at the seventh grade level?

ANSWER (Mr. Bray): I meant it sincerely when I said that these people should have a different kind of education. Part of my job in the spring and fall months is the training of teachers. I spend my average working day in one school or another. I'll confess that you see varying degrees of excellence, mediocrity and poor teaching. You could find these from kindergartens to the universities. Much of the trouble is that teachers so often want cookbook approaches as Marvin Gold has noted. They want something that can be taught for them so that they can go through the mechanics of making the presentation, reading the lecture, giving a task, and saying if you add 92, 95, 94, 96 etc., bingo, you average that and that's what you get. The role of the learner, however, is somewhat different and often ignored. That should be the central and most focal point--the learner. I believe with all my heart that learning should be the most exciting thing that ever happens to any of us, at any age level. And the thing that makes us bored with it, is that it is about as exciting as watching grass grow. We sit in a classroom and we are bored. They sit in the classroom and they are bored. Everyone's yawning and there's no excitement about it because no one's putting the focal point on the learner of chasing ideas. Now, unbelievably you see it in the first grade; they can hardly sit still; they'll come rushing home and say, "Look, I drew an A and a B and a C today! I drew it! Here's how you draw it." They'll corner you all night to show you how they did it. They are so excited. But move up the ladder into junior high school and senior high school. Schooling and learning becomes such a mechanical and robot existence. Bells ring, you get up and go out. There's a bell which rings to eat; one says you'd better get back to class until next bell rings; and all the time that squawk box is going on and on and on calling for this one and that one.

(Comment from Mr. Hayes): I'd like to add one comment to what you said in reference to the question. I had some bias when I was there toward Area III and I think I still do. The people from the Gifted and Talented Section are running around the state lately talking about the cognitive domain and the affective domain. One strong bias that I have is that while we may be doing a great job with bright youngsters in working with them on the higher cognitive level, in thinking critically and creatively, and in the leadership areas that Marvin Gold talked about yesterday, what are we doing about self-understanding? It seems to me that this in

our day and time may be the most profound kind, significant kind of understanding that we can be offering to youngsters. Yet, I think we honestly have to say that most school experiences and most special programs for bright youngsters really don't have or provide this kind of experience. Now, we've taken Area III which is this self-understanding bit and have applied it to some work we're doing right at the elementary level. There's nothing sacred about keeping it at the secondary level. I think the recognition that the Governor's School has been giving to this particular area is extremely important. I would like to see us spend more and more time making this a part of our program, not only for bright youngsters, but for all youngsters.

(Mr. Bray): That's a very valid point and a good starting point, too. I can tell you one thing that children are interested in and that is themselves.

QUESTION: By schedule I've been assigned 45 minutes for math and 45 minutes for science and health per day for two different groups and, bless me, I'd better cover some of that material as well as ideas. I'm lost because, in addition to teaching and helping my students, here comes the squawk box and the bell and the homeroom and the pep rally and assembly and report cards and my register. I feel rushed to death and very frustrated. And I can't remedy this situation.

ANSWER (Mr. Bray): One of the things I think every school system should give every teacher, if it were possible, would be one period a day to think. The principal should say, "This is a period when we want you to do nothing but think. Your job is to teach and learn and we want you to have one period just to think." But, alas, they'll tell us we have to sell football tickets.

(Cora): I love math to death because we get new ideas. Everyday we have to cope with these ideas in learning in order to go on to other ideas; but I thought history was the most boring thing in the world because, just like Mike said, ever since first grade, Columbus has discovered America. I'm about sick of him. I want to learn something about now. What are we doing? Is there a possibility of World War III? What would happen then? And I feel that if you give the student something to think about, something to stimulate him, he will come through with his work and do a lot better.

(Mike): It's going to be very difficult for you to set up this type of learning situation in the framework of what you have now, the 45 minute period. I don't know how you can do it.

QUESTION: If we had something like Area III in high school and the seventh and eighth grades, would the students themselves see ways to explode the old ways?

ANSWER (Mike): I think we should be in there. One of the things we learned in Area III was how to cope with other people. That's one thing schools don't teach. They teach you how to work with numbers but they don't teach you how to work with people, and that's not good for you at all.

(Comment from Audience): I do get into this in my health class a good bit. I relate it with science. I feel I have to for there's no other way around it.

(Comment from Audience): I had an elderly friend who gave me a little quote that has helped me all through my life. "Count the moments, use them well, and life will be free from troubles." I know it's hard; I know all the problems. I have the opposite in Statesville. I have all the opportunity and advantage of a full day and freedom to do, but the equipment is just unbearable. We have part of the equipment in the window. We have kids on the floor, kids in the hall drawing--a really frustrating atmosphere. We all have one frustration or another but can learn something that is quite important in life: work with the environment you find yourself in for probably you won't be there all the time.

ANSWER (Mr. Bray): I'll pass along for you to think about this very simple statement. While we do have up-to-date equipment, while we do have modern laboratories, and while we have all the art eqiupment we want, we think of those things as secondary. The number one thing that we have, and I think all students and faculty members would agree, is the freedom to chase ideas. And the ideas that are important are imparted not just by faculty members but by-and-large by the students. We have freedom to inquire and the freedom to try to develop new alternatives not only for the problems we have today but also for the problems we suspect we'll have tomcrrow. These problems are going to have to be solved. They were for the most part man-made; they will be man-solved. We can sit around all we wish and hope that they will go away but they won't. That doesn't take just equipment; it takes good minds and a good lead dog.

(Miss Petree): The teachers could consider giving the student opportunities to express his own opinions. It may not be like theirs but he should not be called to account because he feels differently. Many times students are wrong if they don't agree with the teacher. Jim, tell us about the boy who, feeling Dr. Lewis was wrong this summer, engaged him in a debate.

(Mr. Bray): Some of you attended the debate. It was wonderful because we had a student who challenged Mike Lewis because he felt one way on esthetics and Mike felt another. We went over to listen. It was one of the most entertaining things since Plato and Socrates got together. It went on for about one and one-half hours. All of us had to leave but Mike and the young man stayed there for another hour and a half. They even had to have a second session on this. When they got through, the young man said, "Well, Dr. Lewis, I've listened to you and you had a pretty good argument, but you haven't moved me any farther than I was before." The young man got back to the dorm and he thought about it for some time. Just as he got ready to leave the Governor's School, he came over and presented me with a note to give to Dr. Lewis. In it he had written, "Good-bye, and I'm sorry I didn't have a chance to say it personally. P. S. Don't tell anybody but I think I agree with you."

QUESTION: I want to ask the students how receptive their individual schools are when they go back in the fall. Are you able to give these ideas you learned to the faculty or students?

ANSWER (Mike): It depends on the teacher a lot of the time. Some teachers welcome students to say things and they give you ideas about things. Others aren't too crazy about it.

QUESTION: What does this do to you as a person? Do you go back into your shell and shut up?

ANSWER (Mike): That's all you can do; you can't fight about it.

QUESTION: Do you find it more difficult to accept your local school environment after attending the Governor's School?

ANSWER (Mike): In some respects, yes; in some respects, no. I know it seems like a lot of public school systems are more concerned with discipline than education. That's kind of hard to get used to. As far as the educational process goes, it has helped a lot.

(Melanie): In my classes I have the full-time opportunity to stand up to the ideas of my teacher and other students. Teachers are all involved in feeding you information. There never is an opportunity to go out and find something on your own. The students are always raising their hands. When told to write a composition, they ask: How many words? How many lines? What do I write about? The teacher should tell the pupils, "Write on this," and that's it. Don't give them any more information. Let them be creative. That will stimulate interest in their classes to make them think about some one thing and create something on their own.

(Mr. Bray): One of the things we hope to do through the State Gifted and Talented Section is to share even the smallest methodology that comes forth and the ideas that we have. Certainly, we are not by any means blind to the problems that are present in most schools--things that students and faculty can't help. You don't determine except as a citizen how much money or how many funds will be placed in your school system. There's no question about it. If you have a room with 45 students or if you have a room with 35 students, what can you do? You spend much of your time in getting quiet, checking the roll, and by the time you get to Columbus and get to the third ship, it's time to go. We wouldn't want to say we're blind to these problems because we are not. It's something we can't help but we can help you because we have some large activities, too. Our greatest contribution to you, I'm sure, will be in the areas of ideas.

(Mr. Hayes): May I add something to what you said just a minute ago. Two things are true. One is the response to the question that was just asked. I know full well that many youngsters who have left the Governor's School have created some uncomfortable situations for teachers and principals when they returned home. I suspect that many of you have been confronted by principals who have said that some students that you have in your class have complained to some other teacher, "Well, why can't we do what they

are doing over there in your class?" I think that's fine; we ought to continue to create that kind of dissatisfaction. This is the place where we serve a similar kind of function here. The Governor's School is serving as a kind of model school, and I think the model classroom arrangement is one of the most effective ways to bring about change in a school and probably, in the long run, the most useful function that these special classes can make.

The second point that you made is about grading. I know as long as I've been in education I have heard it said over and over again that existing grading systems are inadequate. When I first got involved in the gifted child's program, Dr. Ernest Newland from the University of Illinois was down at one of the first sessions of the Governor's School. He said to me, "Do you know what's the most difficult problem in gifted child education today?" I thought he was going to say something like curriculum. Instead he said, "Grading." It took me aback. As I started traveling around the state, I began to see it. I think we would be less than honest if we did not admit that we have conjured up all kinds of artificial, inadquate grading systems. We have said this grade means so-and-so in an honors class and this grade means so-and-so in another kind of class. As hard as we try and as long as we stay with this particular kind of system, we will find it to be inadequate since we're using norms that really don't communicate very much. I think there is going to be a lot of pressure in the next ten years in the public schools to eliminate the kind of competitive functioning in which we have engaged youngsters. Some people feel that if grades are removed, evaluation has been eliminated. I don't agree. I'd like to see some of the classes for bright children have courage enough to do it. We're going to have to have enough faith in the intrinsic motivations that youngsters possess within them to eliminate this artificial system. Teachers like you can get away with it where some teachers in other classes cannot. If you can do it and have a successful experience in it, this may have some positive impact on the rest of the school. It's going to take a little more time because I think we will have to continue to report student progress to parents and colleges. However, time will be well spent to sit down and provide this kind of descriptive information. It's a simple kind of thing but we are so conditioned to thinking about the grade approach that we just can't get away from it.

(Comment from Audience): I do, too, but then I hope that you will see to it that our classes are smaller than they are.

(Mr. Bray): If there were anything in the world I could do to keep your classes smaller, I certainly would.

(Comment from Audience): Twenty-five in the class and four classes doesn't give you much time to do the kind of evaluation that will make no grades possible.

(Mr. Hayes): You will find it unrealistic if we say, "Well, we cannot do anything until . . ." I think in our lifetime we aren't going to get the classes down to the kind of size that we want. In Chapel Hill we just close the school for the supervisors and teachers to have time to do this evaluation.

QUESTION: I want to ask Mr. Mitchell a question. What do you put on your report cards for your AT class? We tried to do away with grades in my class because neither the students nor I like them. We are having lots of fun. The problem is that when report card time comes, I've still got to put something on report cards. The students and I sat down and we decided what we thought each letter grade ought to be. I let them decide and that's what I went by last time. I gave a lot of A's, but they did a lot of work.

ANSWER (Mr. Mitchell): I think you have to go back to the behavorial objective approach. If a student that I receive at the beginning of the year is reading at one level and if he improves during the year, then he's achieving what I call the BO or behavorial objective. If the student is writing poorly (by poorly I mean he is not using supportive argument in making a declaration) but he improves as the year progresses, he gets rated accordingly. My students generally, tentatively get A all the way along. I don't care; I'm not concerned about the grades; I'm concerned about whether he is learning. You still give a mark. I have to put a mark because the guidance department demands a mark, Mama and Daddy demand a mark, and they all want to get on the damn honor roll which ought to be eliminated from the school system. That's another anachronism. That's really ridiculous--a carry-over from the Middle Ages. I'm tired of this competing with each other. There ought to be objectives that we should strive to achieve--better reading, the ability to differentiate between opinion and fact, the ability to differentiate between primary and secondary source materials, and know how to use those things.

(Comment from Audience): I agree wholeheartedly. In fact, I've agreed with a lot of things that have been said during these two or three days. At the same time I think we have a great deal of educating to do to the parents. It's a hard thing for parents will say, "You know the world.... they have to be used to competition. The competition they have in the classroom prepared them for a competitive world." The school where I work doesn't give A, B and C's. We have evaluation sheets that they take home to parents but a lot of flack comes back at that time. Parents don't like this. They don't understand competing just with yourself. They want their child to compete with others. Parents don't think their kids are working if they're not competing. I think we have a tremendous task of educating the adults and teachers, too.

(Comment from Audience): That is true and it is especially true with bright students. These students come home with A's and B's and they are grades for bragging at the office or over the bridge table. In other sections where students are less able and typically come home with C's and D's, it's not difficult at all to eliminate grading. Parents accept it.

(Comment from Audience): I'd like to comment as a parent who had two daughters at the Governor's School in 1965. We thought it was a marvelous experience and we did write to the Governor and to the Legislature. Too bad we can't have ten of them.

(Mr. Bray): May I just say this. We're always delighted in finding people who would be interested in the kind of instruction that we give. If any of you in here would be interested in teaching at the Governor's School, please let us know.

GUIDANCE NEEDS OF BRIGHT AND GIFTED STUDENTS IN THE ELEMENTARY SCHOOL

Mrs. Ann W. Harrison

I would like to share with you this morning some of the observations that we of the counseling staff feel that we have gained from working with academically talented underachievers. Really we are just working with academically talented children in general. This program was begun primarily as an attempt to identify at a very early stage in their development the academically talented children who were not working up to their potential. The very first thing we did was to identify these children simply based on achievement and intelligence test scores. If we found IQ scores falling in the 120 and above bracket and at the same time found achievement test scores falling at grade level, we classified these particular children as underachievers.

By random sampling of matched pairs these children were put into two groups--the controlled and the experimental group. The experimental group received the services of the guidance counselor. The control group received no additional services by the counselor per se although, indirectly, sometimes they did from teacher consultation when we were talking about total class problems as well. My role as counselor in that particular project involved studying the child in his school and out-of-school environment, counseling with the parents and counseling with the teachers involved. Together with parents and teachers, we mapped out some type of proposed plan of attack on the problem and then tried to follow this to see that it was implemented.

One of the most important things about counseling is the unique ability to be able to follow the child from grade one all the way through grade six. The counselor can share with each additional teacher that the child meets at each level some of the insights that he has gained. He gets the opportunity of seeing the child grow along this continuum.

At the end of the year other than the teacher-parent consultation hours, I had involved each child in a small group counseling session meeting one hour a week. Most of the children were pulled from their language arts block, and this took a great deal of help from each teacher to see that they were not introducing new material at this time. I was concerned about whether this was going to bother the child, whether it was going to affect his achievement in any way. At the end of the year we ran a very quick comparison on the sub-test on the Stanford Achievement and found that the children who had been involved in this program had scored higher in their language arts sub-test block than the ones who had not been involved in it. This certainly indicated it had not bothered them to miss this one hour once a week. This supports some of the things that Dr. Gold was saying. Interestingly enough, many of them felt that this provided a short range goal because they could not continue as a part of the long counseling group unless they kept up with their regular class work. This gave them an immediate goal to strive toward.

One of the things I have found in most cases of underachieving children is a low frustration tolerance; they have not developed what we call postponed gratification. If they cannot meet success immediately, they tend to throw in the towel and give up. This appears to be based many times on a kind of fear of failure, of not measuring up to what is expected of them. The sessions gave them an immediate weekly goal that they could work for. As the teacher and the counselor worked together, we found that many of these children worked better and responded better to notes on paper than they did to numerical grades. If we could provide enough success experiences to help them regain their feeling of success, they were able to delay gratification for a much longer period of time. As you can see, the teacher played a very key role in the program that we had in our particular school.

Toward the end of the study, we used for pre-test and post-test data the California Mental Maturity Test, the Stanford Achievement Test and the California Test of Personality. After two years we did find some slight gains but there were flaws in the experimental group total achievement over the control group. We found some rather significant things on the California Test of Personality. One was an increase in family relations but I found that in many of the sub-tests in terms of rewarded classroom behavior, the increase was greater in the control group children than in the experimental group. This began to point out some very real questions. Are we really wise in isolating children with a particular problem, bringing them together, and identifying their weaknesses? Would we be better in the future in setting up small groups of the appropriate role models so that they could also learn appropriate behavior at the same time? During the two years I saw that many of the children who were finding their way to the counseling room were children that would never have necessarily been identified by teachers as having any kind of problem. These were the high achievers. They worked right at the top of everything they did with a terrific amount of pressure in order to stay there. I found that I was working as much with the higher achieving children as I was with the low achievers. Therefore, for this particular year we decided we would try to discover, explore and find out just what the guidance needs of all academically talented children are. Are there any needs that seem to be relative to this entire group as a sub-population group within the school? These are some of the things that I would like to share with you this morning.

In beginning I would like to review briefly a definition of what guidance is for those of you who may not have counseling services within your elementary schools. We must think of guidance in terms of all of the experiences which a child has under the direction of a school to help him realize his full potential and become self-directed. You can see immediately that this is not a treatment program for the entire school population. To counseling I would like to use two ideas. One reflects my own philosophy: counseling is offering the child an opportunity to develop a personal relationship with a professionally trained person through which the child is helped to learn to communicate, to meet needs, to explore feelings, to learn about himself, to set goals, and to develop self-direction leading toward these goals. Next, I'd like to share with you a definition that comes from the children themselves. At the end of last year I handed out a sheet to be evaluated by all of the fourth, fifth and sixth graders. I requested the teachers to be very careful in not giving the children any lead questions on what or how to answer.

They were to give the sheet to the children saying that the counselor requests some information of them which was to be unsigned. These are the questions and sample answers from 297 questionnaires:

1. What does the counselor do?

   She helps you solve problems
   She tries to help people that need help
   She helps the school run smoothly
   She helps students do better work in school
   She helps you understand things
   She talks about you and the future
   You can trust her
   She advises you as to choices
   She listens to you and understands
   She guides you the right way
   She studies children
   She gives medicine (I do keep bandaids on hand)

2. Who can go to the counselor?

   Anyone and everyone (since this was answered unanimously I felt this is probably the best thing that we have done in our particular school)
   Anyone in trouble or needing help
   People who do good work
   People who are good citizens
   People who can do better work
   People who aren't smart
   People who need advice
   People who are bad

3. How do you get to see a counselor?

   You just go by
   You ask to see her
   You make an appointment
   You ask your teacher for permission
   She asks for you
   You ask a friend to take you (I found that a great many of our referrals from students were coming from each other)
   You get chosen
   You have a class
   You do something bad

4. Have you visited the counselor this year?

   144 of the 297 said yes
   153 of the 297 said no

5. Did you wish to visit the counselor?

   196 of the 297 said yes
   106 of the 297 said no

6. Did the counselor help you?

136 of the 297 said yes
8 of the 297 said no

7. Explain in what way the counselor was helpful.

She helped me with my problems
She helped me get along better with other students (this involved situations of broken friendships, fights on the school grounds)
She helped me understand myself and others
She helped me prepare for the future
She explained jobs and occupations
She helped make our school better (I am advisor for the Student Council, newspaper and the magazine)
She helped me to know new people
She helped me with school work
She helped me understand parents and teachers better
I felt I had a place to go

This gives you some idea of my role in an elementary school as viewed by the children themselves. So, in summary, the counselor is simply the one in the school who coordinates all the guidance services, dividing her time between counseling, consultation and coordination. In addition, much of my time is spent in research collecting data about academically talented children.

When we began our program, our primary concern was for the underachieving child, but it wasn't long before, as all of the children came to the door, I began to identify certain needs and problems that all academically talented children seem to have. First and foremost, and without exception, was the cry for personal involvement. It was, "Please notice me; see me as a real person; take time to know me not just as a set of statistical data and accumulative information about me; and give me time to know you, what it is you really like, how you feel, how you think."

William Glasser in his latest book, SCHOOLS WITHOUT FAILURES, has said teachers have been trained to stand aloof from children, to be professional, to be clinical, and, above all, to avoid emotional involvement. He says that our most important task in teaching today is to become involved with each other as human beings. And time and again various studies have shown that the quality of the personal, social relationship between teacher and student is more closely related to the student's level of achieving than any techniques and methods that are used.

You have in this room the most important ingredient that you can give to your children and that is a piece of yourself. Bright children are very quick to sense this. They can tell genuine interest from superficial concern. The children studied during the past two years, the ones

who made more than two years' progress in one year at the end of the year, were invariably able to attribute this to a close meaningful relationship with a particular teacher. It was found that children's behavior changed in response to the changes they observed in the adults around them. So, as a counselor one of my first tasks is simply to enter a child's world and try to see the situation through his eyes and then help other people understand a little bit about the way he feels.

I have to share a story with you. A little boy came in one day. The teacher was pretty angry and hostile with the little fellow at that particular time; she had plenty of right to be. She brought him in literally by the scuff of his neck and said, "Talk to Johnny and see what you can do with him."

So she left and Johnny sat down at one end of the table with his arms folded and he just sat. I started talking and got no response whatsoever. I pulled out every piece of play equipment and play media I had around and still got no response.

All of a sudden Johnny went over and crawled under the table and sat with his legs drawn up and his hands on his knees. So I waited a few minutes and then I went over, crawled under the table, and sat beside him. We didn't say a word, and in a little while the children began going by in the hall. Turning to him I said, "Johnny, I believe maybe you'd better go. The classes are changing."

He got up to leave and I thought, "Oh, my goodness, I have really failed to communicate with this child."

But as he walked out the door, he turned around and said, "Can I come back?"

I replied, "Yes."

The next time Johnny came back to me, we could really get down and do some work. Put simply, I was leading Johnny on his terms. This was to say, "I understand what you feel. We don't have to talk about it, but I think you understand right now, this is how you feel."

So, many times watch for the non-verbal clues children give you in a classroom. The way they walk into a room, the way they sling their books down tells you many times more about their behavior than what they say.

The second need of bright children is to learn to trust themselves. As the child learns that he can trust you, he begins to expose many of his ideas and throughts to you and, with your help, to other people. They need help in learning that it's all right to be wrong, to make mistakes, and even to fail. Of course, this is in direct conflict with our success syndrome that seems to plague our society today. If we can help these children see that mistakes are simply opportunities for growth, they will begin to feel freer to expose themselves without fear of being laughed at or told that something is wrong. My favorite definition of the counseling room was given by a little third grader who looked up one

day while drawing and said, "I know what this is now; this is the 'can't fail room,' because you can't fail anything in here."

Bright children need teachers who are honest with them and in turn help them to be honest with themselves and others. Children need help in telling it like it is. We all need help in this--not just saying what we think people want to hear. They need help in learning how to spend their beliefs and not be swayed by opinions. Because these children are highly verbal, as a rule, they can be approached through reason. They need help in learning to judge their behavior. This seems best done by asking the right questions--What was gained by this behavior? What did you really accomplish by what you did? What are the consequences?--rather than preaching, giving ultimatums or making threats.

Much of my counseling time is spent helping youngsters to evaluate their behavior and to decide on the appropriate course of action. Sometimes we re-enact classroom situations using play media and try out various solutions to the problem. I've had this to work many times when a new baby was coming home to the family. We would enact how the child was going to behave when mother came home with this new child. I had one instance of a little boy and a girl who had gotten involved in a fight right before school. It concerned a jump rope. The boy had snatched the jump rope away. Turning around she snatched out a plug of hair. They were both pretty much in tears and upset with each other. When they came in, one sat at one end of the table and one sat at the other while I was up here. Of course, I couldn't get a straight story from either one of them. They were both blaming the other for what had happened. Taking out some clay I said, "All right, now, we'll just re-enact exactly what happened."

I made a little figure of a girl and a little figure of a boy and a long snake-like thing that was the jump rope. Step-by-step they began to talk about it. "No, it was like this. No, it was like this." Just to show you how play media can work, the children became completely carried away with this.

The boy turned around to me once and said, "There's just one thing wrong with this."

I asked, "What's that?"

He said, "You made her bigger than you did me."

But through this they were able to think back over their behavior. When they left, not with their arms around each other, but at least speaking and communicating, they were able to return to the classroom. The teacher did not have to take her time away from organizing her class to settle this particular dispute that morning.

It is not always a comfortable feeling for children, or for any of us, to learn to reassess our actions. As one little boy said one time, "I'm not sure I like it when I can't hide behind someone else." But if they need help in growing from this dependency and overprotection to self-reliance, rules and regulations seem to me to be best understood to them as just necessary bridges toward responsible adult behavior.

Bright children need time alone to explore their inner world and resources. Because they learn quickly, I think adults tend to overexpose them to too many activities. We always think we've got to be teaching the bright child something rather than learning things from him. Many such children have every single day planned for them. I'm sure you've all found this true. Taking part in outside activities everyday, as well as extra hours of busy work at night, seems to leave little time or energy for self-exploration. We must somehow find ways to protect our children from this kind of manipulation and creative stifling for this is exactly what it is.

Bright children can develop insight into their behavior and are capable of understanding many of their inner feelings of hostility, fear and aggression. Instead of repressing or acting out such feelings, they can be helped to find safe emotional outlets thereby developing healthier emotional controls. The counseling room is frequently referred to as the "let-off-steam room" by some children. Others have learned to draw out their feelings on paper if they cannot talk them out in front of people. As teachers we have to take the child where he is emotionally just as we do where he is academically and help him grow from there. Children most easily become involved with teachers who are warm and personal and are determined to work with current behavior and accomplishment, not past misdeeds and failures. Positive identification with one teacher has many times changed a child's identification with others. In discussing a child at staff conference, I think it is most important that we watch what kind of questions we're asking. Is this a constructive statement about this child? Am I stressing the strength that this child has? Does what I say improve his image?

Bright children need to be like other children, not singled out and made to feel different. Telling children that they are exceptional is not a wise practice yet this is done all the time. "You're in this class because you're unusually talented." Many children have learned to compensate academically for their lack of social competencies and are known by their classmates as egg-head, brainy, the one with all the smart. These remarks have come directly from the children as you probably can tell. They need help in making better social adjustments. Often in their search for personal identity, they'll seek teacher approval, stay after school, correct papers, clean the room. While teachers shouldn't turn their backs on such pleas for help, they must be very careful that they don't reinforce this behavior. Getting them involved in some small group experiences often helps this kind of child. Don't leave a child in a recording situation when the teacher is going out of the room. This is a terrible thing to do to Janie because if Janie takes the names of the children who are talking, her peer acceptance is going to be zero while her teacher acceptance may be quite high. But involve Janie in a group. Give her some real leadership but not in terms that she's got to report on other members of the class at the same time.

On the other hand, there are children who hit the "it's smart to be dumb" syndrome. This is an attempt to hide their talents in fear of group disapproval. Having friends, being accepted as part of the group are crucial needs, of course, during these pre-teen years. The desire to look alike and act alike is natural at this age and a necessary step from dependence to independence. While we find that teacher approval is

most important to the child from ages seven to nine, peer group approval becomes an equally strong motivator during middle adolescent years. The dear sweet teacher is often referred to as "mean old lady so-and-so." An alert teacher is aware of the importance of peer approval and helps provide bright children opportunities to use their skills for further socialization. Since bright children mature at an earlier age, they have many questions of a personal social nature. They are usually well read, highly verbal, making it profitable for them to benefit from small group counseling sessions. Here they have an opportunity to explore their concern.

We started three years ago with what I call simple "girl talk." I reached a group of sixth grade girls who brought their lunch trays in to eat lunch with me for four consecutive lunch periods. They listed questions that they would like to talk about during this time and I am going to share these with you.

This is a three year summary of the type of questions that we've gotten and show some of the other concerns they have: Why do we have moods like crying a lot, being disgusted, becoming upset? Why do I feel left out at times? Why do I want more pets? Why is it hard for some girls to make friends? What should you do when you find that people you thought liked you really didn't? Do we have to change our actions as we get older? How do you make friends? How do you keep friends? How do you make up with a friend after an argument? How can you get to meet someone you don't know? Why do your best friends group together and leave you out sometimes? What can you do about a bragging friend? Why do girls mature faster than boys? What do you say to boys? What can you do if you're shy and you can't dance and a boy you like asks you to dance with him? What do you do when you like a boy and he doesn't like you? Why is it you don't like the boys to chase you but the boy who moves smoothly you like? (This was a pretty sophisticated little girl.) What do you do when the teacher makes you sit by a boy that likes you? What do you do when two girls like the same boy? How can you get over it? Why are mothers so fussy? Why are mothers the way they are? Why do my brother and I really think we hate each other? How can you get your parents to stop treating you like a child? Why can some girls joke with teachers and talk back without getting in trouble and I can't? Why are some people teacher's pets?

Now, that's just a sampling of the kinds of concerns that they have, and, yet, many times we think our only job is to pour academic material on them. I don't think it's important that questions like this be given definite answers as much as it is that they be looked at as possible choices and see the consequences following each choice. Always in answering questions, we try to support the family background and the things that seem important to the family and to help the child understand why his parents take a particular stand. I'm also very careful in questioning some of them in a group like this about matters of a very personal nature. I simply dismiss the question and say, "Janie, let's talk about that at another time," or "Maybe, this is one you and I need to talk about ourselves," because I do feel you have to protect the rights and privacy of individual families as well.

Because bright children are sensitive to feelings, they usually respond to the needs of others. For the past two years we have used many such children effectively as tutors for younger children, and they have become so involved with their task of working with first and second graders that they frequently come by to share the accomplishments of the pupils. "Did you know Johnny made a hundred on his spelling today?" or "Did you know Ted read two whole stories to me?"

This tutoring work involved getting to know the needs of the child, finding how they could best meet these, planning, organizing, and scheduling their time so they do not miss class assignments. Many times in identifying the children's weaknesses, the young tutors were able to identify their own. "I just can't do a thing with Ted, he squirms, he won't listen, and he won't do this."

I sit there and say, "Yes, that sounds like somebody else I know."

And they say, "You know it does. That's exactly the way I am. No wonder Miss so-and-so doesn't understand me." So, this does work and does help.

Bright children need a different curriculum. We define curriculum as a series of learning activities in which students engage to help themselves to know and to understand the world in which they live, to think clearly and rationally, to attempt to solve problems, and to participate constructively as a citizen in an on-going society. Too often, however, curriculum has become simply knowledge of facts about a list of school subjects. If we're not careful, we may be in danger of training bright children to pursue knowledge for knowledge's sake in an ivory-towered system untouched by human concern. Information is of little value if it does not lead to change, and children must learn to use facts, not just acquire them.

There are four primary steps in the learning process. The first is perception, the second comprehension, the third reaction, and the fourth a change in the life pattern. Too often we have neglected three and four, and the child has been over-exposed to a double dose of one and two. We need to provide time in our classroom to talk, to react, to exchange views, and to lead toward a real change in life patterns of children. Bright children do need different experiences but experience is not what you are exposed to but what you interact with. When the new cannot be tied to anything already assimilated, it is not learned, and in the nature of instruction the learning task greatly affects the level of motivation. This means simply that, if the child is going to continue to get pleasure from achievement, he must constantly be working with more and more complex objects and situations. Instruction must be close enough to what he knows to be meaningful to him and yet different enough to be interesting. We find many times gaps in the academic performance of bright children. Many are equipped to grasp main ideas and make generalizations but are very weak on details. Such children often work hurridly, lack thoroughness. Some are motivated by external forces, adult approval, grades. Others seem rather to be intrinsically motivated and to pursue their own interests.

Often this seems one of the important differences we find between high and low achievers. Low achievers seem to need short range goals and opportunities for immediate gratification. In counseling sessions and play therapy I found the creative child, who many, many times is an underachiever, responsive and quick to adapt and offer suggestions in problem solving situations. On the other hand the high achieving child has frequently been restricted, uncomfortable without teacher direction, and afraid of failure. This was beautifully illustrated one time with a group of fourth grade girls to whom I had given a piece of paper and some crayons. My only instruction was that they divide the paper into two sections. On one side they were to draw things they liked and on the other side they were to draw things they didn't like. Well, one little girl asked anxiously, "Do you have a ruler? Do you want the line drawn here? Do you want it drawn here?" She couldn't handle the assignment because I hadn't told her specifically where I wanted the line.

Another little girl, who was highly creative but never completed her homework and dragged into class when she wanted, turned and said, "Mary Jo, for goodness sakes, it's just a stupid old line." This represents the difference in the two kinds of children that you have in your classroom and the values that they both have. Why get upset over a line? But to one child where to put that line was extremely important.

Many such children do seem to become more concerned over the marks on the paper than the knowledge acquired. Such children often do feel manipulated. "My parents say I can make A's and they aren't going to accept less than this." Such students and parents need much help in honest self-evaluation. They are the underachieving counterparts with fears of failure, feelings of inadequacy who need help in learning to trust themselves in a learning situation. When immediate success isn't realized, the towel is thrown in accompanied by a refusal to work. In those instances counseling with parents has proven somewhat helpful.

Bright children represent tomorrow's leadership and need opportunities in exercising leadership at an early age. Too much of what we call leadership today is simply token leadership with adults still pretty largely making the decisions. More opportunities need to be provided for children to work together in small groups with chances to discuss the concerns of our time and to become involved in planning the unit of work. We wished to find out how to use this information. This would go a long way toward preventing class activities from becoming meaningless and unrelated. Glasser sees the class meeting as the main media for transforming the schools. Such a meeting he says would take place daily. At this time class members would deal with questions that have no absolutely right or wrong answer, rather ones that will stimulate choices. In such meetings children would have opportunities to exercise leadership. School organizations such as the Student Council, the Safety Patrol, student magazines and publications all afford opportunities for leadership. In Greenville we have tried to build many of these into our school program. We employ things like physical education assistants using the upper class fifth and sixth year boys to work with some of the younger ones. We use the tutoring aides that I've mentioned letting the fifth and sixth year girls work with children who were slow. We've used the aides to help new children in our school get caught up in past work.

Last but not least, bright children need an opportunity to evaluate their progress. A conference type of reporting seems particularly meaningful to them. With help they are usually able realistically to evaluate their own work. I find that they are aware of their strengths and weaknesses. When we compare their own evaluations with that of their teachers, we find remarkable similarity. Personal notes on paper which I mentioned before, proved more meaningful than numerical grades.

I've mentioned this morning some of the concerns expressed by bright students. Many of these are simply the concerns of all children. The bright child, because of his intelligence, is simply better able to express them. I'm reminded of one little boy who said to me one time, "I know who you are. You're my talking teacher. No one else has time to listen to me."

I feel we can and must learn to listen to these children. By listening we can do much towards providing the kind of educational experience that will be meaningful to all children.

DISCUSSION

QUESTION: I understand what you're saying about using notes on the paper instead of numerical grades, but I am concerned that many parents would not accept them. In addition, colleges place great emphasis on grades for admission.

ANSWER: This is where we need a lot of education of our parents. Then if you are forced still to have a numerical grade, you can use notes on the paper plus grades. Children respond to the personal. What they're really asking for is just the personal contact rather than just the little paper that they return with a numerical grade on it--the report card.

QUESTION: But what about grades for college entrance? Don't parents expect them?

ANSWER (Mrs. Harrison): I think parents are conditioned toward looking for that A, B, 90 or 100 bracket. I wish that we could get across to parents that no grade appears on any college record until after they get into high school.

(Mrs. Stovall): Perhaps this is a theoretical statement but I think eventually we're going to come to the idea of no grades. Why not start now? Can we get the state to eliminate grades at least in the elementary through the eighth grade? We could use personal evaluations, comments and conferences with parents and teachers.

(Mr. Jacobs): At this time accreditation standards of schools are being revised. Our director, Mr. Kahdy, has asked us to have an in-put into recommendations for this change. Possibly this can be done. I think that this is the way to do it--through changes in accreditation standards. We are pushing this.

(Mrs. Stovall): We did something like this in Charlotte. It was just fantastic as this moved into our program. The children received this so well. In our fifth and sixth grade classes, we did not give any grades at all until we had to at the end of the year.

QUESTION: What did you give?

ANSWER (Mrs. Stovall): We had parent conferences and written comments. The comments were like this: This is good because . . . ; This child could do better if . . . ; This child needs improvement in . . . ; and then we told them how to correct the problem. But the releasing of the tension and the child's sudden realization that the important thing is his action, his progress and his getting into new areas of involvement were the important things. Now, grades as we had been doing would just shoot up. The minute the children knew real grades were coming all of this changed.

(Mr. Jacobs): As you know, this is the population of youngsters who have the highest college aspirations. The point that this lady made is valid. Unless we change the perception of college registrars, the children are going to continue to need grades.

(Mrs. Stovall): But elementary grades are not used. This is the point that I am trying to make. If some changes are in the offing, it seems to me that this might be an area where we need to put our foot down very strongly, to do some real talking.

(Mrs. Harrison): Until we get away from some of our ability and achievement grouping programs that we are using in many of our schools for various reasons, we are not going to go very far in licking this problem. This is the key to the whole thing. If the child is in the top group, there is a certain amount of prestige associated with this place. If he is in the next group, this immediately says that he does not do as well as someone else. After a year or two here, he won't be exposed to some of the material; he does not progress as far. He is on a certain track and cannot get off.

QUESTION: Do you do any grouping?

ANSWER: Yes, we do and I'm not at all happy with our plan. We are attempting to use a kind of non-graded approach with grouping based on ability level. However, I am sorry to say, I think this is all primarily from achievement test scores.

QUESTION: To what extent do you practice this?

ANSWER: It's done from first grade right on up. The children are in homogeneous home room groups but this still means a teacher has contact with some 60 to 90 children during a year's time. There are not many teachers who can really get to know 90 children and identify with them to meet their needs. This has come from both teachers and children.

QUESTION: But when do you get to know them? I have a group of children who are so glad to be with me so they can talk. Then I have a guilty feeling that we don't have time to talk.

ANSWER: This is another thing. It encourages us to become clock watchers when we think we must hurry to finish this science unit so we can get on to the math lesson. You lose some of the very teachful moments that you may have in a particular day.

QUESTION: One of the problems I find particularly difficult is the presence of an above average achiever in the low achievers. What would you suggest? Don't they miss a lot?

ANSWER (Mrs. Harrison): I have repeatedly found children with high ability levels sitting in low groups, have pulled them out, and put them up, not in what we call our top section but in the one right under it. Sometimes

I feel he won't be able to function here. If you leave him here, you can see if he is able to do the work. Generally it takes only a short time before he has fitted in. Unless we do this, these children will set their sights right down where they were and we will never get them placed where they are capable of functioning.

(Mrs. Stovall): We come squarely back to two things. One is the attitude, the training and the adaptability of the teacher to deal personally with everybody in her room. This is going to have to be done if we're going to do anything with a child from the lowest level to the highest level. Along with this is the corollary that the class size must be reduced. Until we can get a reasonable class group where the teacher can personally know everyone of these students, who they are, and what they can do, probably the next best step is some type of general grouping. However, they should not be lock-stepped and kept here all the way along. This is a hard nut to crack in the scheduled school system with which most of us are familiar.

(Mrs. Harrison): I believe in grouping. I think children should be grouped for many different kinds of activities and things. Yes, as you said, I agree that the secret is getting back to reduced class load where we can set up clusters within a group and then regroup within our group. This must be flexible enough so that a child can move in and out as his particular need arises.

(Comment from the Audience): That's the problem I thinl. The picture that was mentioned this morning had just a small group of children. Each of these specialists who come in from elsewhere tells us about a special school where they have small, selected groups. This isn't a realistic situation for us at all. I don't think it is anywhere. Most of these people are working with and under special situations.

(Comment from the Audience): They talk about grouping where there are four or five groups going at one time in a small classroom. The noise gets so bad when all these groups get so involved at the same time. What about the noise?

ANSWER (Mrs. Stovall): There is a difference between noise and involved noise. When they're quiet, you don't know whether they are involved or not. You can tell the difference between these two types of noise. I'm a person who believes that a silent classroom is a dead classroom. If there is noise, involvement and discussion, it's wonderful.

(Comment from the Audience): Sometimes they get so involved that other groups lose their train of thought because they get so interested in what the other groups are saying. They want to leave their own discussion and hear everybody around them.

(Mrs. Stovall): Let that happen. They are learning from somebody. You've got a marvelous learning and teaching situation here. One group is doing the teaching and the other is doing the learning.

QUESTION: What do you do if you have the problem of cheating? Should you brainwash the child and continue to act as if you trusted everybody? Or are there situations when you should call the child aside pointing out his intelligence and tell him that he doesn't need to be dishonest in order to achieve?

ANSWER: I think the first thing that you've got to do is to look for the reasons behind the cheating. Why is this necessary? Is it pressure from home to do better? Is it a personal habit? Is it something going back into our society where we continually seem to be stressing the need to step over people, to achieve, to come out on top? This isn't the main thing that we consider as important in education. You must get involved with each child, begin to help him. Discover what are our real goals. Why are we learning? I don't think it's right to bring cheating to the attention of the whole class. It depends on the relationship that you have built up with this child. And this gets us back to the thing I have been talking about today--getting involved.

QUESTION: How much do you think students should be involved in the evaluation of each other?

ANSWER: In my group, we do a great deal of this. I think that they are very successful. It will be good if the children are friendly, if there is a friendly atmosphere.